

SCHOLASTIC COACH

NOVEMBER

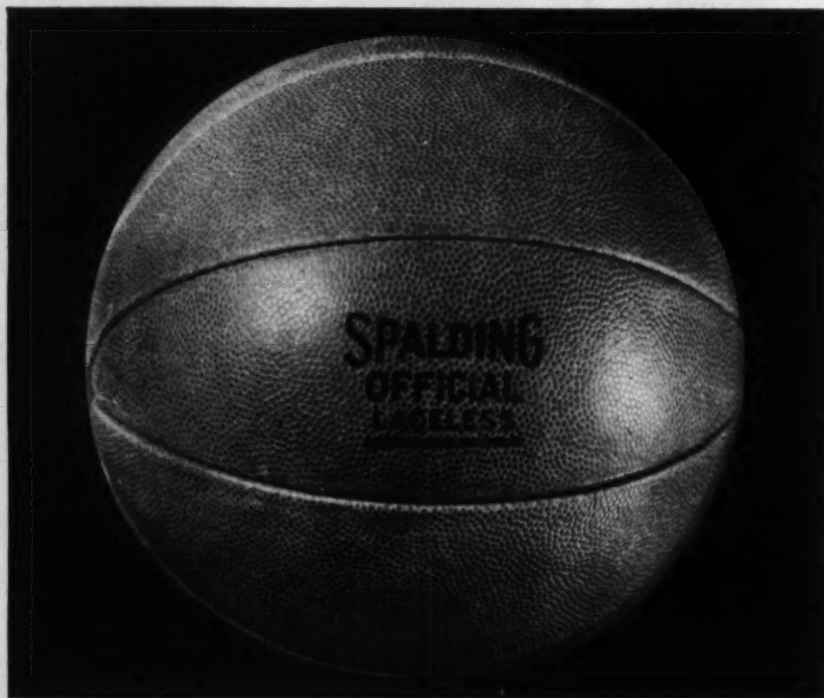
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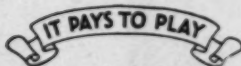
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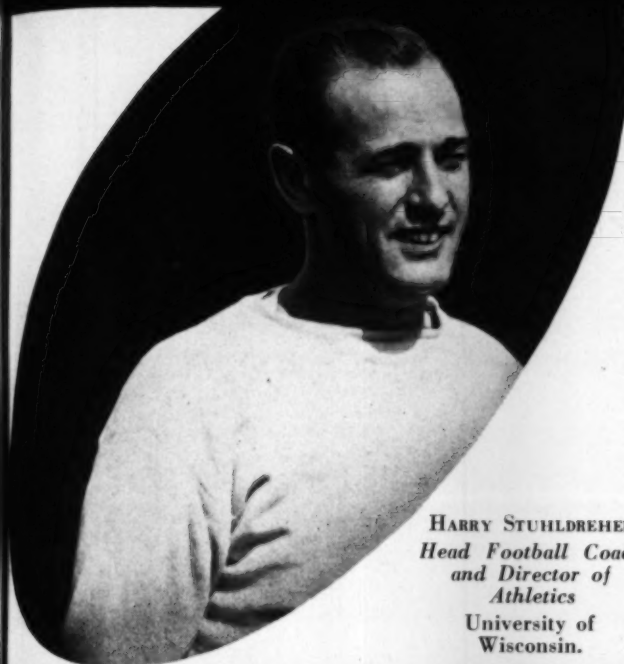
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BULLETIN..



HARRY STUHLDTREHER
Head Football Coach
and Director of
Athletics
University of
Wisconsin.

POINTERS ON THE FORWARD PASS BY COACH STUHLDTREHER

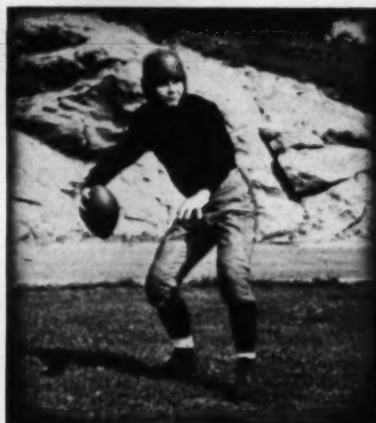
A large hand and long fingers are a great asset to a forward passer. But few boys are blessed with these gifts—so what can they do about it?

Plenty!

First, they should give up the idea of gripping the ball with only the finger tips. Only the big hands boys can do this at first. Suck the ball into the entire hand and then hold the hand and ball up to the light. If no daylight can be seen at any point, you are on the road to success.

After getting the grip, bring the ball back of the head (some coaches say the ear) with the body turned sideways, and throw it forward as straight away from the head as possible. Some passers are able to bring it straighter out than others. A certain side-arm effect appears in the throw of nine out of ten passers.

As the ball is dispatched, the hand should follow through straight ahead. This follow-through will give the ball sufficient spiral. It is not necessary to make a special effort to "cut across" with the hand to make the ball spiral faster. This may make for a better looking spiral, but it works havoc on accuracy. It is accuracy you want in passing—not beauty for its own sake without utilitarian value.



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ONE OF A SERIES OF POSTERS
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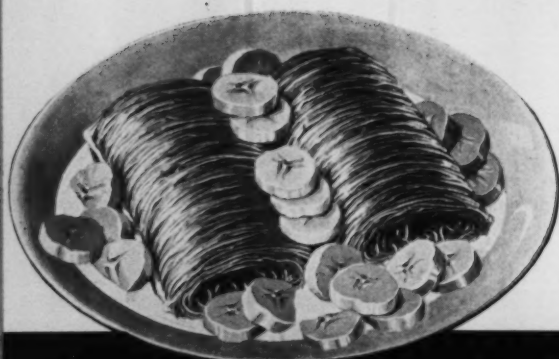


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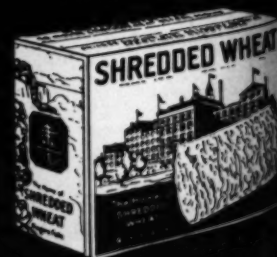
That's why Shredded Wheat is the ideal support for your team these crisp football mornings. And you won't have to tell them twice to pile into those nut-brown biscuits, swimming in milk, well stacked with fruit. It's a flavor team that's been gaining ground for years!



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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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Here Below

Design for Goal Posts

Princeton...0

W. C. T. U...37

FLASH: (AP) President Dodds of Princeton issued statement following today's debacle that despite overwhelming defeat at the hands of the Women's Christian Temperance University, Princeton heads remained unbowed and Princeton elbows unbent.

NEWS ITEM: President Ray Lyman Wilbur of Stanford suggests that football fans drink Coca Cola.

Stanford Song of Protest

You can't tear down the goala
Posts on Coca Cola.

F.P.A. in the N. Y. Herald Tribune

THOSE having trouble building a defense for the goal posts may find a helpful suggestion in the way the Yankee Stadium in New York arrives at a solution to the problem.*

The Yankee Stadium approaches the problem on the theory that no effort at all should be made to guard and preserve the goal posts. On the contrary, every effort is made to give the goal posts up. Not even "passive resistance" is offered.

As soon as the game ends two attendants rush out to each pair of posts, detach them from special fittings in the ground and toss them to the wild-eyed students with the compliments of the management. The attendants are merely interested in preventing damage to the fittings.

The posts are of a light, soft wood, their weight greatly reduced by a series of rectangular perforations punched in close succession all along cross-bar and uprights.

The perforations make it easier for students to tear the posts into small pieces so that one pair of posts will go much further than it did in the old days when the athletic association was not so interested in giving satisfaction to all the customers including the students.

These new perforated posts have still another advantage in that if they happen to strike anybody on the head they will not hurt even the softest head. Our observation at two Yankee

Stadium games this year has borne out this advantage, if such it can be called. The goal posts, on striking a couple of heads of N.Y.U. boys, broke into splinters and, from where we sat, it appeared as though the N.Y.U. boys did not feel a thing.

Goodbye to all that

Out from the lair of the Nittany Lion comes word that they have let Hugo Bezdek go. When an athletic director goes it is ordinarily news of no particular significance, but when Hugo Bezdek is that director the eyebrows should be raised to an extremely high elevation, for Bezdek, besides being one of the best known men in his profession, holds the distinction of being an outstanding convert to a cause. Convert no more, he now stands a martyr.

Bezdek lost his job as director of Penn State's coordinated program of physical education and intercollegiate athletics because he "went the educational way," as his skeptical colleagues in the coaching game used to put it. It was not uncommon at athletic meetings to see one coach pointing out Bezdek to another with the remark, "There's Bez . . . he's still on the sawdust trail."

This hitching of the athletic wagon to the educational star was widely hailed when, at the beginning of the depression, Bezdek inaugurated a non-subsidization policy at Penn State, an institution that had been a great power in football. It was a daring thing to do, and educators active in talk about football reform were greatly encouraged to find one like Bezdek—a successful coach and one-time manager of a National League baseball club—taking so strong an action in the matter.

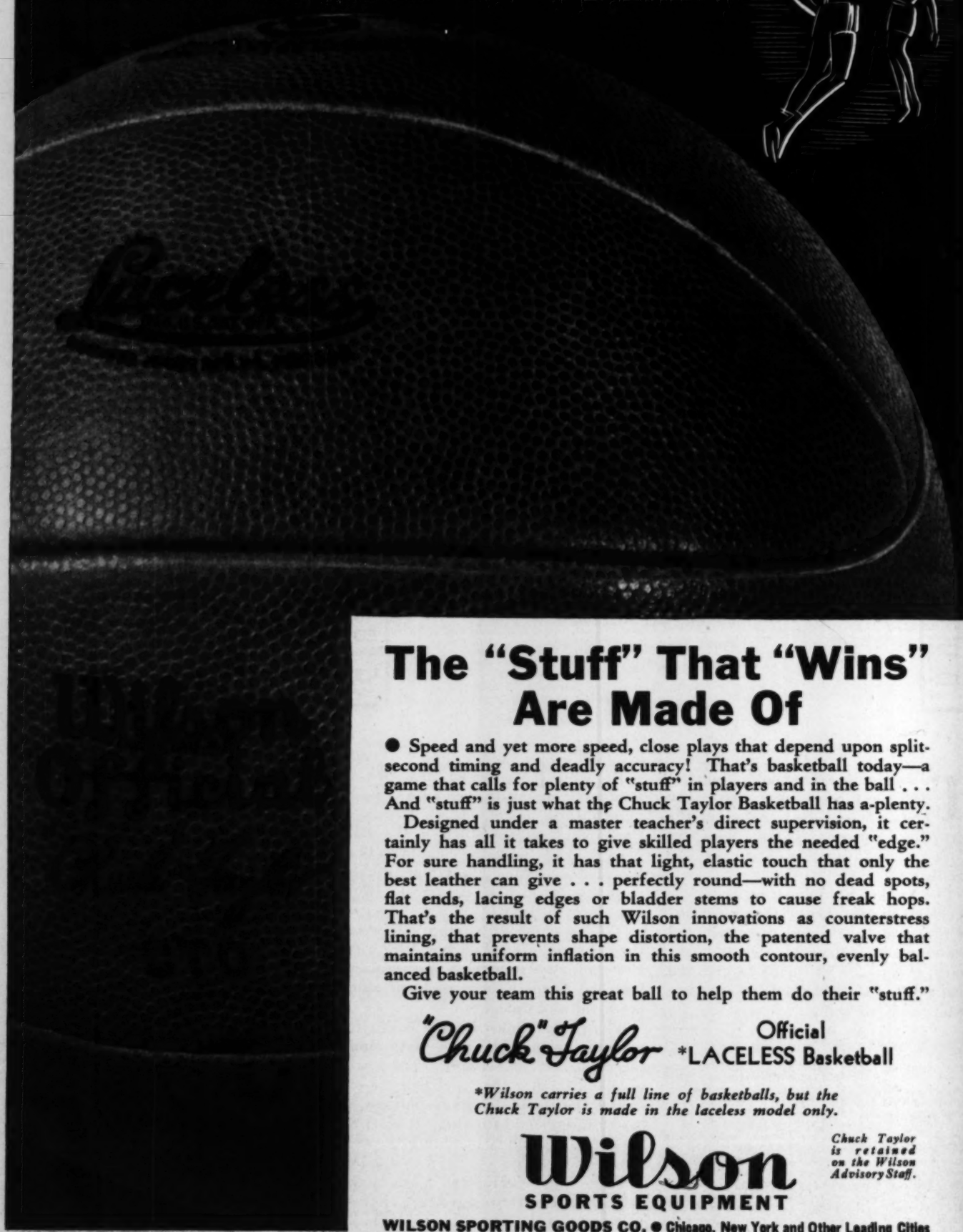
But the opposition to the Bezdek policy was intense among Penn State people. This reached a climax with the appointment of a special committee of the trustees to review the mounting complaints. Making its final report last month, this committee recommended Bezdek's removal with the words: "There has been such a want of confidence in the leadership of the director, particularly in his relation to the administration of intercollegiate athletics, as to qualify seriously the value of his services in the office."

In this connection it should be noted that once Penn State went off the gold standard, so to speak, she began dropping as a football power. Once in a class with Notre Dame, Pitt, Southern California, et al., it was not long before Penn State's football team passed into comparative obscurity under the Bezdek plan.

Curtain to a noble experiment.

*Many ingenious schemes have been devised for safeguarding the goal posts. One firm manufactures collapsible metal goal posts which, on the release of a lever, fold and drop into a long narrow box sunken flush with the ground—the whole operation requiring less than three seconds. Some schools sink iron posts in blocks of concrete. Then there is the plan advanced by this magazine a year ago, calling for the fastening of small American flags atop each upright. The theory operating here is that no patriotic student would do anything to drop Old Glory from on high. Still another plan, advanced by Damon Runyan in his short story "Hold 'Em Yale" (see Oct. 31 issue of *Scholastic*, the American High School Weekly), calls for putting a beautiful girl on the cross-bar the moment the game is over. The theory here is that no gentleman would disturb this girl. In our opinion this is pure theory and would not work out in practice.—Editor.

THE BASKETBALL THAT GIVES SKILL A BREAK



The "Stuff" That "Wins" Are Made Of

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60 POINTS IN SCOUTING

By Bernie Bierman

Football Coach, University of Minnesota

The prime purpose of scouting a football opponent is to obtain all the information possible which will assist your team in an effort to play a winning game against that opponent. The relative importance of various facts about the scouted teams differ from time to time and from team to team.

There are about 60 different things that interest a coach in regard to his opponents but complete information about these things cannot always be secured by a scout, especially from seeing only one game.

1. How do they set up their men on defense?
Do they stick to one defensive set-up, or do they change it from time to time?
2. Do they change their defensive set-up according to the tactical situation, position on field, and how?
3. What is the general type of their pass defense?
4. What are the individual defensive playing characteristics and strength?
5. What formation or formations do they play from?
6. How do they put the ball in play—set formation, huddle or shift?
7. What general type of offense do they play?
8. What are their basic plays?
9. What are their tactics in using this offense?
10. What do they do from punt formation?
11. Do they like to hang on to the ball, or will they generally punt on early downs?
12. Who are their punters and what kind of a ball do they kick (distance, height, etc.)?
13. Do they get them away fast or slow?
14. Who are their field goal kickers and how good are they?
15. Who are their good forward passers?
16. Who are their favorite pass receivers?
17. Do they prefer to kick off or receive?
18. How far do they generally kick off?
19. What is their general method of returning kick-offs?
20. What type of block do they use to ride a man out of the line?
21. Do they cross block much and what method do they use?
22. What type of block do they use for check blocks in the line?
23. What is their general method of open field blocking?
24. Are their ball-carriers the heavy driving type or the shifty, loose running type?
25. Do the men who are pulling out of the line give any tip-off as to what they are going to do?
26. Did you notice any other thing that tips off plays?
27. How heavy and how rangy are they?
28. What playing experience have the different individuals had?
29. Do they like to lateral pass from regular set plays?
30. Do they lateral pass much from kick-off, punts, intercepted passes, etc.?
31. On punts who goes down on the snap of the ball?
32. Who on the kicking side seems to do most of the tackling?
33. Will they throw passes deep back in their own territory?
34. What type of pass do they throw?
35. Who protects the passer and how?
36. Do they cover their passes well?
37. What is the main factor making their running plays go, good interference or speedy and hard driving backs?
38. Do they send two men at the ends?
39. How do they block the defensive tackle?
40. What men come out of the line to lead the interference?
41. How do they rush the kicker?
42. Do they have a tendency to try to block the kick or prevent men from going down?
43. How do they play their secondary defense when expecting a kick?
44. Does the safety man have any peculiarities in returning punts?
45. Do their linemen watch the ball closely on defense?
46. Do the linemen use a straight arm shiver?
47. Do they submarine?
48. Do they drift?
49. Do the ends come in fast?
50. Do they break through aggressively or drift?
51. How fast does the secondary come up to meet running plays?
52. Are there any particular backs weak on pass defense?
53. How do they protect against laterals?
54. What is your estimate of the quarterback's strategy?
55. Where did he use poor judgment?
56. Does he have any particular characteristics in calling plays?
57. Is he smart or does he go by the map?
58. Are they generally highly keyed for a game?
59. Are they relatively strong on offense or defense?
60. What is your honest comparison of their strength with the strength of our team?

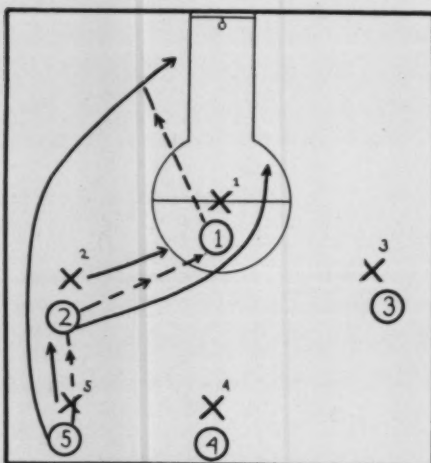
TAKING THE PLACE OF THE OLD PIVOT

By Sam Balter

Coaches arrive at various solutions to the problem created by the 3-second rule

As a member of the United States Olympic basketball team and the Universal Pictures team of Hollywood, Sam Balter has had an unusual opportunity to observe the effects of rules changes on styles of play by leading teams throughout the country. In this article, Mr. Balter gives his observations on the effect the three-second rule has had on the game. These observations are based on games played last year under the rule restricting the time of an offensive player in the full area of the free-throw lane to three seconds—a rule that remains unchanged for college and high school teams. However, teams such as the Universal Pictures and others playing outside college and high school jurisdiction have the choice this year of using the rules of a newly organized committee which limits the restricted area to that portion of the freethrow lane between the freethrow line and the end line. See special article (page 11) on his new rules mix-up.

WHAT are they doing to make up for the loss of the pivot-post play? All teams, whether they had previously built their whole attack around a single pivot stationed on the



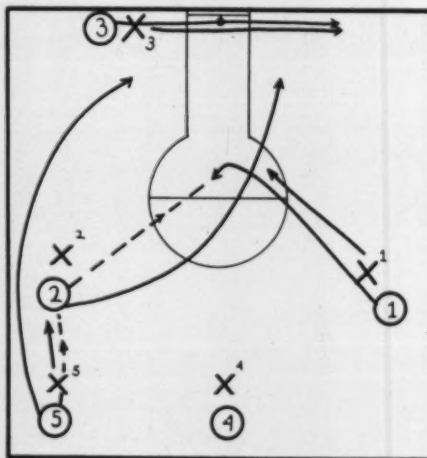
Diag. 1

5 passes to 2, who whips ball to pivot-man (1). Both 5 and 2 follow up their passes as indicated. If 2 halts momentarily before following his pass, he may be more successful in screening X5 out of the play and getting 5 into the open. 1 has many choices: a pass to 5, handing the ball to 2, faking this last one (should X1 try to shift men) and driving in on the left side himself, or passing out to safety, 4.

freethrow line or closer, or whether they used the play as an occasional weapon, have had to face the problem presented by the three-second rule which outlaws the stationary pivot in the freethrow lane and keeps the offensive players moving in and out of that area.

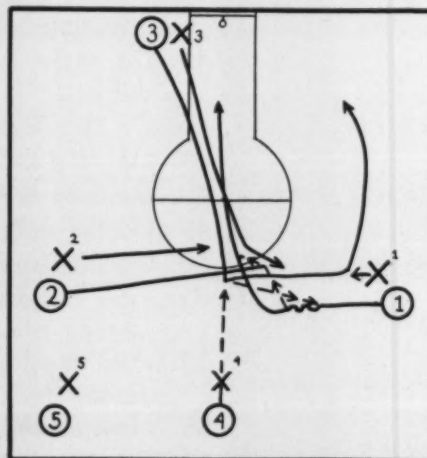
After a fair trial, it appears that most coaches are agreed that the three-second rule has been a good thing for the game. There was something manifestly unfair about the practice

of parking huge seven-foot freaks under the basket. An abnormally tall center could average twenty points a game in this spot and could rarely be effectively guarded. Even if he was stopped, it was next to impossible to wrest the ball away from a team that employed this method of attack. Screen plays off this pivot-post player were of deadly effectiveness and placed



Diag. 2

This play is similar to Diag. 1, except that the dangerous 1 now moves over from a forward spot to play the position. Note 3's position and how he goes into a corner so the scoring lane will not be clogged. All the options of the other play are still here with an advantage of added movement.



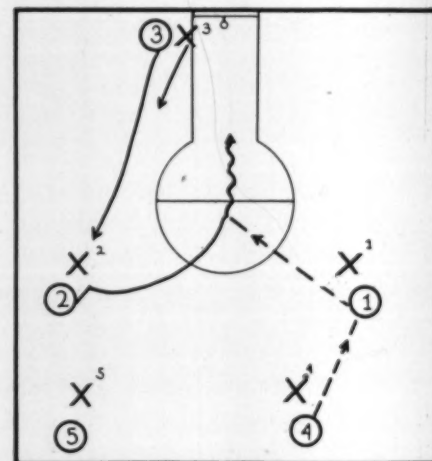
Diag. 3

4 passes down the center to 3, who comes up to meet the ball, promptly passes over to 1 and follows his pass. X1 should be screened out by 3. 2, who has cut over to play the pivot, gets the pass from 1. 1 then drives down the middle and is handed the ball by 2. On this play, 1's guard (X1) is screened out twice, once by 2 on the pivot post and once by 3. 3, after screening for 1, should drive back for the basket on the right side. He will be open if X1 and X3 try to switch men.

an over-balanced burden upon the defense. Spectators also complained that the spectacular fast break had disappeared from the game and that it was a bit boring to watch one team control the ball for five minutes, passing in and out to the pivot-post man.

Three seasons ago the rules committee made it a violation for the pivot player to hold the ball in the free-throw lane for more than three seconds. The following year the committee added the death blow to the pivot play by prohibiting any player on offense from even standing in the lane for more than three seconds. And from what I have observed the committee has achieved its purpose this time. The pivot play has been pretty well sidetracked.

But its demise has raised a problem. As a coach what are you using as



Diag. 4

4 passes to 1. 3 comes up to screen for 2, who drives down the middle to get 1's pass.

a replacement for basketball's offensive standby? In watching a good many teams in action, I found a variety of interesting solutions. Here they are, listed according to frequency.

No change and fast break

These coaches evaded the issue, figuring there was no way of getting the former effectiveness of the pivot play under the new rule. They brushed up the team's fast break and proceeded to play a wide open game, with the players falling into set or defined positions as infrequently as possible. When the opposing defense was completely set and it was imperative for the offense to fall into some formation, they continued the use of the pivot play,

PUPIL INTEREST IN PHYS. ED. ACTIVITIES

By C. O. Jackson and W. O. Alstrom

C. O. Jackson, assistant professor of physical education at the University of Illinois, and W. O. Alstrom, instructor in physical education at University High School, conducted a survey on student interest in athletic activities during 1935-36. Their survey is presented here not only for the conclusions that can be drawn from it, but as a form for others wishing to conduct a survey in their own schools.

WITH the present emphasis on curriculum revision in all fields, those of us in physical education must become increasingly conscious of a need for a re-evaluation of the activities presented in the curricula which we are at present directing. A relatively recent trend in education which is now commonly accepted, places most of the emphasis on the child, the human material, rather than as traditionally, on the subject matter. In too many instances, however, the average teacher of physical education has either overlooked this changing emphasis or taken care of it more or less accidentally or incidentally, by merely placing a few of the activities in the curriculum which are currently approved by experts in the field.

According to Hetherington, we must be primarily concerned with the "children's needs, interests, and

problems," in planning the curriculum and in selecting and organizing the activities. In another statement which outlines this thesis more fully, he states that "the children's own native tendencies to enter into activities, or deal with materials spontaneously and by age periods are the only scientific source for a selection of activities for grade placement (or age adaptation) and for the natural sequence in the learning and teaching process . . ."

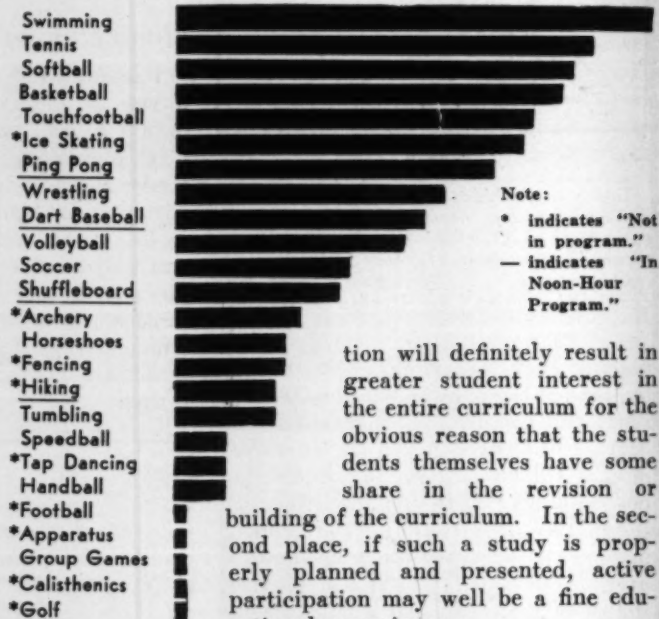
Dr. Staley expresses the same thought when he says, "the curriculum to meet these age and sex differences in interests, must be adapted in two distinct ways. The sports included . . . must correlate with the current interests and tendencies of each particular group . . . (in order to) . . . facilitate natural maturation . . ."

Finally psychologists tell us that the greatest learning takes place when we include activities which have some appeal to the particular age group for which they are intended. It seems essential, therefore, in considering revising the curriculum, that a great deal of thought and study be given to such interests, and a start might logically be made by securing definite information from the students themselves.

While it must be realized of course that the individual likes and dislikes of pupils toward the various activities can be conditioned by a number of factors, many of them uncontrollable, and these expressions may not be accepted as completely reliable criteria for determining the content of the curriculum, the securing and compiling of such opinion has definite value. In the first place, such a contribu-

Students prefer activities which have leisure-time and carry-over values

Graph 2
Showing Activities Liked By Boys 1935-6
University High School



tion will definitely result in greater student interest in the entire curriculum for the obvious reason that the students themselves have some share in the revision or

building of the curriculum. In the second place, if such a study is properly planned and presented, active participation may well be a fine educational experience.

The present article was written to suggest a technique for securing this pupil participation and also to describe such a study which has been carried on in the University High School for the past two years. The study covers two different surveys, one made in September of 1934, and the other, on a more extensive scale, a year later. For the sake of brevity, the original questionnaire, as well as the enlarged one for the second survey are not included here, nor are any correlations presented for the same reason.

Interpretation of data

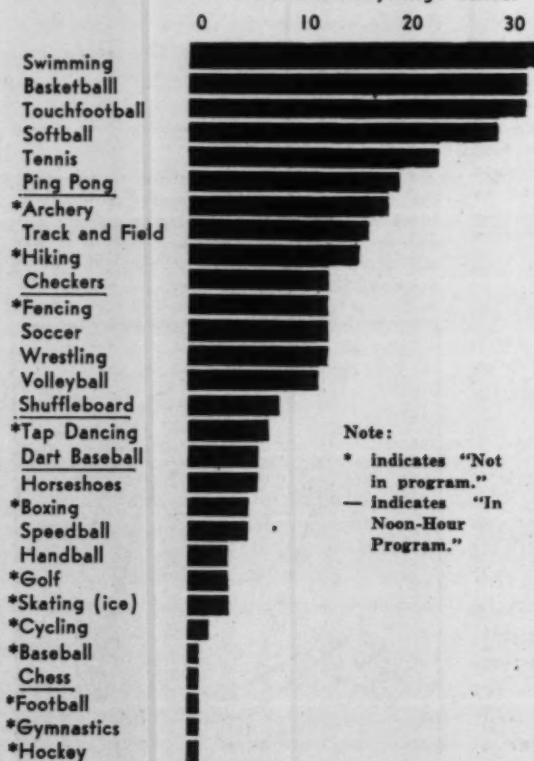
In interpreting the data it must be remembered that individual preferences can only have some value when a fairly large number of the same age or grade level indicate agreement. Dr. Staley states in support of this that, "individual interests within each of the age-sex groups are not entirely exclusive," and adds that "new interests may be readily acquired." According to a recent study on the college level, "lack of initial interest is no reason for eliminating an activity from a program, although continued

¹ Hetherington, C. W. *School Program in Physical Education*. Yonkers-On-Hudson: World Book Co., 1922. pp. 49-50.

² Staley, S. C. *The Curriculum in Sports (Physical Education)*. Philadelphia: W. B. Saunders Co., 1935. p. 135.

³ Staley, S. C. *Ibid.*

Graph 1
Showing Activities Liked by Boys
1934-5 University High School



Graph 3
Showing Activities Disliked By Boys
University High School

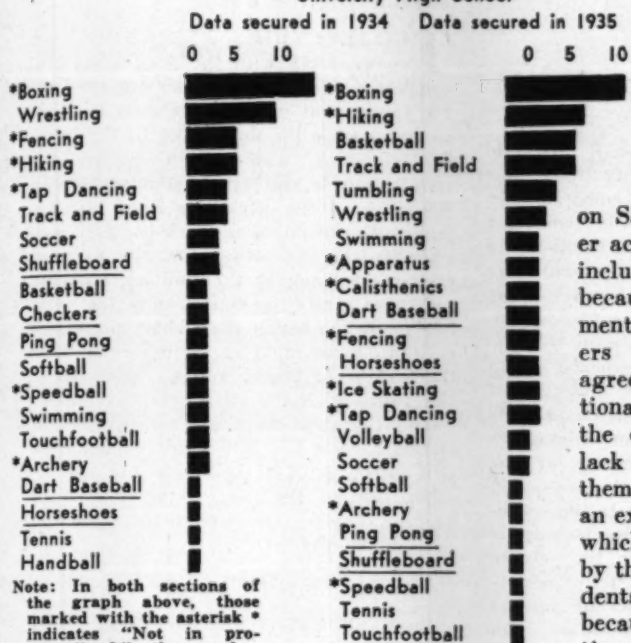


TABLE I

Reasons for Dislikes

Lack of ability	8
Just don't like them	7
Makes him ill	5
Too rough	3
Dangerous	2
No fun, and Boring	1 each

Note: This data is for 1935 only.

lack of interest may be a valid reason. . . .⁴ The apparent interest or lack of it may be due to other factors than the activity itself, and should tend to bring about closer scrutiny of methods of presentation, amount of emphasis, and other important factors of the teaching act.

In Graph 1, showing the activities liked by the boys, we find, as might be expected, a great variety of preferences, with swimming the best liked of all, and basketball, touch football, softball, and tennis following in order. It must be kept in mind that nearly all of the students listed more than one activity in which they had an interest, and the majority indicated seven or eight, which may explain the variety to some extent, while a varied program may perhaps complete the explanation. The graph indicates quite definitely that the majority prefer activities of the big-muscle natural type, with most of the emphasis on those which have distinct leisure-time value.

Activity preference

Many of the activities, however, as is explained in the note accompanying the graph, are not in the curriculum, or are offered solely in the noon-hour program. Ice skating, for example, is

⁴Stuhr, Elsie Jacobsen, *Interests and Abilities as a Basis for Program Planning*, Research Quarterly VII, May 1936, p. 93.

not included for obvious reasons, but during the fall and winter months, the students may avail themselves of the facilities at the University ice rink for optional skating after school hours and on Saturdays. Certain other activities are likewise not included in the curriculum because of lack of equipment, or because the writers at present are in agreement with the educational philosophy favoring the elimination or at least lack of emphasis, on some of them. Tap dancing, while an excellent activity and one which is usually well liked by the great majority of students, cannot be included, because the special composition floor in the gymnasium does not permit the use of either street shoes, or special taps.

Graph 2 indicates an expression of interests by the same group with a few changes in personnel brought about by graduation and new enrollments. Swimming is again the best liked activity, but the interest has grown remarkably here in such a short time. This may be due to provision for three additional periods of optional swimming with instruction, and a longer optional recreational period. Tennis interest has increased about 100%, a growth which may probably be traced to two facts: the addition of a fall tennis tournament in the intramural program, and the inclusion of tennis in the curriculum. Following in order, are softball, basketball, touch football, ice skating, ping pong, wrestling, dart baseball, and volley ball.

The critical reader may be surprised to notice that tumbling is liked by only a sixth of the group. The reason for this might easily be the fact that very little tumbling as an organized activity had been taught to the students up to two years ago when the writers assumed responsibility for the curriculum. Interest in this activity is definitely growing because of the present emphasis coupled by modern teaching methods, and if the study is repeated in the fall, a definite gain might be expected.

Student preferences

The most interesting fact to the writers, in connection with both graphs, is that the interest shown in the various activities is contrary to that which the authorities here assumed were manifested some years ago. At that time, most of the em-

phasis in both the curriculum and the extracurriculum was placed on basketball and very little on those activities which might have more definite carry-over values. The study shows conclusively that from the standpoint of the students at least, such emphasis was contrary to their interests and as such could not be justified educationally in its entirety. It also shows the interest which has been growing in many of the activities added recently.

Comparing the two graphs again we find that during the two year period of the study, there has been an increase of interest in twelve activities, varying from a slight increase to almost a 100% change. Interest in wrestling, volley ball, and horseshoes has doubled while that in dart baseball has tripled, and that in skating increased more than eight fold.

In Graph 3, which combines the results of both surveys, we find indicated the activities which the boys disliked. Here again, a large number of factors may have played a part in conditioning the responses, but it is interesting to notice that nine of the activities disliked have not been in the program for the past two years, and wrestling, as one example, is now disliked by only half as many boys as formerly. Comparing this with the original interests Graphs 1 and 2, the fact stands out that interest in wrestling has more than doubled during the same period. The most logical explanation for this is first, the fact that wrestling is now an interscholastic sport, second, it is part of the curriculum of physical education, and third, a suitable wrestling mat and cover is now part of the department equipment.

We do what we enjoy doing

One of the most interesting facts is brought out in the Table I, which accompanies this graph. . . . Here are a number of the reasons for disliking certain activities, and there is complete agreement with the educational philosophy which states that we tend to do those things which we enjoy doing, or are able to do fairly well. Tumbling was the one activity which seemed to make a number dislike it because of the initial dizziness connected with the learning of the forward roll. The items mentioned as "too rough" and "dangerous" may have been the result of conditioning. During the past three or four years there have been several serious injuries in both boxing and fencing at the University which may have had some effect on the interest or lack of it on the part of students at the high school.

In order to secure a more adequate picture of the entire situation, information concerning the main interests

(Continued on page 31)

From the States

This department includes correspondence from state high school coaches associations and state high school athletic associations.

Missouri

Coaches Request Representation

THE Board of Control of the Missouri High School Coaches Assn. meeting in Columbia during the football clinic, decided to initiate an amendment to the Constitution of the Missouri State High School Athletic Assn.

The Coaches Assn. feels that as an organization they should have representation on the Board of Control of the body that governs athletics in Missouri. The Athletic Assn. Board under the present set-up consists entirely of superintendents and principals. The writer believes that every coach in the state realizes how great has been the contribution of the State Athletic Assn. to interscholastic athletics in Missouri, but the feeling persists that with an active coach on the board some of the mistakes of the past few years could have been avoided.

Action on this amendment will take place at the annual meeting of the member schools of the Missouri High School Athletic Assn. during the State Teachers Meeting at Kansas City this month. Each member school in the state is entitled to one vote in this meeting and it would be well for every coach interested in this project to talk this matter over with the superintendents and principals in an effort to secure their support.

The proposal to amend the constitution will read as follows:

Article IV Section 1 changed to read:

The governing body of this Association shall be a Board of Control of seven members representing the six districts of the state, and one representing the Missouri State High School Athletic Coaches Association. The Board of Control shall itself elect all officers consisting of president, vice-president and secretary-treasurer. All officers shall be chosen from the Board and shall serve for one year with the exception of the secretary-treasurer who may be chosen from the Board and for a term not to exceed three years.

Article IV, Section 4, part C to read as follows:

Beginning October, 1934 and thereafter every October, a board member shall be elected from a district at the time and place of the district meeting of the Missouri State Teachers Assn., except that in the St. Louis District the board member shall be elected in October at the annual meeting of the St. Louis District High School Athletic Assn., and the representative of the Missouri State High School Athletic Coaches Assn. shall be elected at the annual meeting of the Board of Control of the Association in December. Each member thus elected shall serve for a term of three years.

Membership Growth

The Missouri High School Athletic Coaches Assn. is entering its third year of hearty growth. The membership in this organization is state wide and has jumped from around 250 in 1934-35 to over 400 in 1935-36, and the present year promises to exceed even last year's large number if the early enrollment is an accurate criterion. Membership in this organization binds closely together a group of men directing the athletic endeavor of thousands of high school boys and girls in Missouri. The association's aim is to work towards the improvement of the conditions under which these boys and girls compete, to add dignity to the coaching profession, to elevate interscholastic athletics to a high plane in the scheme of education, to encourage a better understanding between the coaches of various sections of the state, to maintain high standards of sportsmanship, and to cooperate with the Missouri High School Athletic Assn.

Coaches who did not join the Coaches Assn. at the organization meeting during the District Teachers Meeting in their section, are requested to do so now. Send 50 cents (the annual dues) to C. E. Potter, sec-treas., St. James, Mo.

Don Faurot, director of Athletics at the Univ. of Missouri, in a recent communication with the writer, asks that the coaches of the state be notified that they will be admitted to all athletic contests of Missouri held in Columbia for one-half price provided that they show their Coaches Assn. Card. Tickets for football games must be purchased at the ticket office in the Rothwell Gymnasium before game time. The Coaches Assn. Cards will not be honored for a ticket at the Stadium ticket office.

Last year the University admitted members of the association to all home contests upon payment of the tax but the Big Six Conference refused to permit this.

Missouri plays Washington on November 21 and Kansas on November 26, both games in Columbia.

The third annual Univ. of Missouri-Coaches Assn. Football Clinic was held in Columbia on August 31 with about 150 coaches and officials present. The meeting was in charge of Reaves Peters, president of Missouri coaches and Don Faurot of the University. Faurot's squad demonstrated fundamentals of offense and defense in the afternoon session.

The next state wide clinic will be the annual basketball discussion which will be held at the Field House in Columbia, December 12. A program of demonstrations and talks by outstanding high school coaches of the state is being planned. Watch for the complete program in the December issue of SCHOLASTIC COACH which will reach you about December 8th.

C. E. POTTER,
Missouri Coaches Assn.,
St. James, Mo.

Texas

Numbering the Backs

TED JEFFERIES, Wichita Falls Coach, comes forth with the suggestion that coaches get together on their terminology. He thinks that something should be done to standardize the numbering of the backfield positions. The Notre Dame system's terminology is pretty well standardized by referring to the backs by their rightful names; the double wing back is fairly well off with the two wingbacks, the fullback and quarterback at the tailback position, but there is no little confusion in the numbering of the backs from short punt formation. Some start their numbering with their right halfback, making him No. 1, the fullback No. 2, the tailback number 3 and the short man of the left No. 4. Others reverse the No. 3 and 4 men while still others start their numbering on the other side of the line. Some persist in keeping the even numbers on the right and the odd on the left.

Coaching School Change

From all indications the Texas High School Football Coaches' Assn. is in for another good year. Secretary W. B. Chapman of Lubbock reports the largest enrollment at this time of the year than any similar period in the six brief years of the Association's history. Arrangements are already being made for another coaching school.

It was the opinion of the Board of Directors that a few changes should be made in the school next year. Those who have attended the Association-sponsored schools agreed that the program last summer was too full and that there were too many instructors to get the full benefit from any of them. The number of instructors may be dropped to two or three.

STANDARD LAMBERT,
Texas H. S. Football Coaches' Assn.,
Austin, Texas

New Jersey

State Eligibility Rule

THE annual meeting of the New Jersey State Interscholastic Athletic Assn. was held at the Downtown Club in Newark, Friday, October 2. While these meetings are usually spirited, this one was exceptionally stormy. A heated debate centered on the matter of scholastic eligibility. Heretofore, eligibility was entirely in the hands of each school principal.

The meeting resulted in the passing of a new state scholastic eligibility rule. The rule requires that at the close of the semester a pupil must have gained a passing grade in each of three or more studies, the equal of fifteen high school diploma credits, in order to be eligible to represent his school in athletics the following semester.

Eliminate Spring Practice

The annual volcano which spouts every time the topic of spring football practice is discussed again broke loose at this session. Opponents of spring practice won the day when the association voted the

(Continued on page 20)

YOUR CHOICE OF BASKETBALL RULES

By Jack Lippert

The A.A.U. and Y.M.C.A. have "taken a walk,"
Nat Holman and a few others going with them

WHEN ordering your basketball rule book for the season 1936-37 be sure to specify what rule book you want, because there is a comparatively large selection to choose from this year. This unusual situation is the result of the revolution that has been going on among the basketball hierarchy for the past few years, reaching its climax last spring at the meeting of the National Basketball Committee.

When this Committee assembled for its annual rules-making meeting in New York, the two A.A.U. and two Y.M.C.A. delegates, acting under the influence of Dr. John Brown of the Y.M.C.A., presented demands for increased representation on the Committee. These two groups wanted their representation restored to the parity they enjoyed prior to 1933. Until that year the Y.M.C.A. and the A.A.U. shared with the National Collegiate A.A. the full representation of eight members each. The National Federation of State High School Athletic Association had two representatives on the Committee and the Canadian group two.

In 1933 the High School Federation was granted an increased representation to four delegates and the Y.M.C.A. and A.A.U. were each reduced to two, while the N.C.A.A. representation remained at eight. This did not please the Y.M.C.A. and the A.A.U., guardians of the game through its stormy youth. Their growing displeasure mounted to high indignation and finally moved Dr. Brown and his rebellious colleagues to "take a walk." They walked right into the formation of a rules-committee of their own, and invited a lot of other organizations to join in endorsing a new code and publishing a new book. Strangely enough, one of the organizations accepting the invitation was a school group—the Public Schools Athletic League, administrator of New York City's vast program of interscholastic basketball.* Stranger still was the acceptance by Nat Holman, coach of the College of the City of New York, of the post of official interpreter of the rules. While Holman's team will of necessity be playing under the rules of the N.C.A.A.-High School group, Holman him-

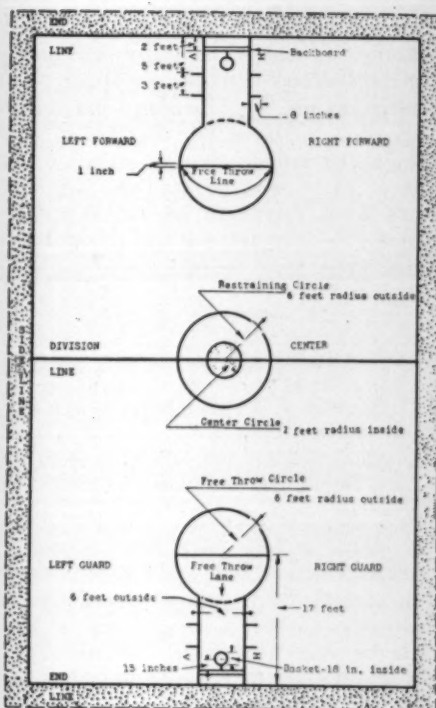
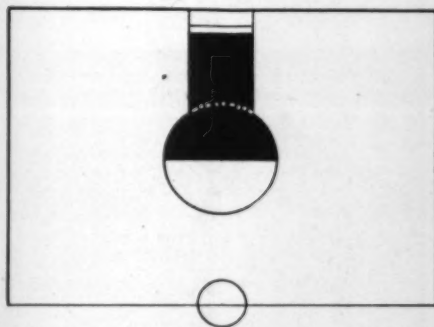


Diagram of the 1936-37 basketball court as specified for all colleges and high schools, except the high schools of the City of New York, which have endorsed the rules of a rebel group, led by the Y.M.C.A. and A.A.U., calling for a revision of the three-



second rule. Under the Y.M.C.A.-A.A.U. code (hereinafter called the code Brown, after Dr. John Brown, Y.M.C.A. leader who led the revolt), the three-second rule is applicable only in that area of the freethrow lane between the freethrow line and the end line. Diagram above shows the area blacked in.

self will be handing down interpretations based on the code Brown. But Holman's task of interpreter will not present many difficulties, because the code Brown contains only one deviation from the N.C.A.A.-High School code. That deviation pertains to the three-second rule. This rule, in the N.C.A.A.-High School book, remains the same as it was last year, i.e., the inclusion of the entire freethrow area

from end line to arc in the area affected by the three-second rule. But in the code Brown the area affected is reduced to that portion of the lane between the freethrow line and the end line (see illustration).

Aside from this, the code Brown is said to be one in word, if not in spirit, with the N.C.A.A.-High School rules. The writer makes this qualification because he has not yet seen the code Brown in its final form, but he has been advised by Nat Holman, the official interpreter of the code Brown, and John Doyle, the harassed director of the American Sports Publishing Co., who is expected to Please Everybody, that there is no other difference. If the one is the copy of the other, it presents an interesting legal point, because the rules of the N.C.A.A.-High School group are copyrighted by the National Basketball Committee. But the other group is also said to be claiming the title of National Basketball Committee. Who owns the rules may develop into the burning question of what promises to be an exciting season both on and off the floor.

A reason advanced for Nat Holman's jump into the Brown camp is the National Basketball Committee's refusal to incorporate into their 1936-37 code the feature pertaining to the three-second rule the code Brown has adopted. Holman, actively advancing this rule last spring rallied the National Association of Basketball Coaches (college coaches) to recommend the rule to the N.C.A.A.-High School Committee. But the Committee turned down the proposed change, and decided to leave this rule as it was.

The present split will result in the publication of two Spalding basketball guides. They are expected off the press the first week in November. The price will be 25 cents per guide, as usual.

Another innovation in the basketball rules publishing business this year is the appearance of the N.C.A.A.-High School rules in a special 10-cent edition by the National High School Federation. Permission to do this was granted by the National Basketball Committee (if you know who we mean). The event marks the attainment of one of the principal objectives in the National Federation campaign for vigilance over the games played by its member schools and economical purchase of the materials they use.

*Complete list of organizations endorsing the rules of the Brown organization: the A.A.U., Y.M.C.A., Jewish Welfare Board, Public Schools Athletic League of New York City, American Sokol Union, Military Athletic League, Catholic Youth Organization, Slovak Catholic Sokols.

MODERN SPORTS FOR MODERN GIRLS

By M. P. McMillin

The accent is on social values in a program offering a variety of sports

LIKE the struggle women have faced in many a field in their effort to win the opportunities due them, their effort to obtain equal rights for girls in the matter of physical education in our schools has been a long conflict with the forces of prejudice and ignorance, and only in recent years can we say that the girl has come into her rightful share of what the school has to offer in this respect.

The importance of physical training for girls was recognized first by the colleges, then by the high schools. Marching, calisthenics, wand and dumb-bell exercises, and folk dancing made up most of the class activities at first. Then gradually team games such as basketball were introduced.

For many years prior to the World War team activities increased in importance. When the war ended and the resultant economic slump created more leisure, a new philosophy of physical education was developed. It held that school and college sports should bear a direct relationship to the recreational needs of the student after graduation.

It has long been recognized that sports for girls have a threefold objective: first, they must develop and strengthen the body; second, they must develop character by stress on the right habits of conduct (sportsmanship); third, they must develop mental quickness in decision. Our modern times have added two other objectives: sports should develop a sane, healthy social attitude, and give the participant a healthful means of enjoying some of his leisure.

In this age of mental analysis, psychology, psychiatry and mental hygiene, physical education directors are focusing more and more atten-

served, unsocial or anti-social student. Many of these mentally unhealthy girls are too inactive physically, too much given to brooding and introspection. An active program of outdoor and indoor games, during which they have no time to think of self, has been found to be an important factor in the restoration of girls of this type to a healthier and happier life.

Teachers' need of activity

This value is now so generally recognized that many psychiatrists prescribe a regular course of sports and games for their patients. It is known that unsocial eccentricities are usually persons who have led an unnaturally sequestered and lonely existence, and have taken part in little physical activity. In a recently conducted survey of New York teachers, it was found that almost without exception the so-called maladjusted teachers were those who had no outside interest in physical activities. They were not interested in golf, swimming, hiking or dancing; their sole interest lay in their job, or such confining hobbies as reading and research work. More and more, school

physical education for girls, the greatest single change now taking place is the increasing importance being attached to individual rather than to team games. In California it was formerly the custom for high school girls to spend most of the gym period in playing basketball or indoor baseball. These games were also played interscholastically. Now, however, they are given relatively a very small place in the girls' physical education curriculum, and are played only intramurally and not interscholastically. Tennis, which is one of the most outstanding of the individual sports, is the only game still played in girls' interscholastic competition in Southern California.



HOCKEY

Individual sports to the fore

In schools everywhere, individual sports have become increasingly important. Tennis is constantly attracting a greater group of players. The same may be said of archery, swimming, dancing, and golf. In addition, many new sports are being drawn into the curriculum—physical activities that formerly had no place on the high school campus. Some of these are hiking, bicycling, badminton, horseshoes, ping-pong, shuffleboard, tin-can golf, and deck and table tennis.

These recent additions are, in every instance, games that can be carried over into immediate after-school life, into adult life, and in many cases, even into old age. Although skill is still stressed as much as ever, the element of joy is recognized as more important, for if there is no joy in the game, it soon loses its fascination and is quickly discarded.

California high schools have, within the last few years, organized the extra-curricular GIRLS' ATHLETIC



HORSESHOES

superintendents are urging a wider program of sports and games for teachers as well as students.

Modern sports for modern girls must include a wide variety so that every girl can find at least a few for which she develops a lasting enthusiasm. This is essential, if the games are to be carried over into her adult leisure-time activities. And perhaps more important, the physical education program must include those sports which have a definite socializing value.

Appraising the present program of



TUMBLING

tion on the problem of instilling correct social attitudes in the shy, re-

ASSOCIATION. Its primary purpose is to make the playing of games such a joyous activity that this interest will carry over and become a permanent fixture in the girls' adult life. For this reason, an ardent and ever-increasing alumnae group meets and plays regularly with the current members, thus keeping alive their athletic interests and also their social contacts.

Organization of the G.A.A. is both simple and democratic. There are no dues, and every girl in school who can qualify is eligible to join. Membership is based entirely upon before- and after-school, extra-curricular sports. All competitive games except tennis are intramural, and a girl may participate in as many as she wishes. She is allowed 25 points for a season of practice in each game. As the seasons and games rotate, a girl can try out her skill in as many as ten or more different sports. If she makes a class team, or individual championship, she is allowed 50 points towards G.A.A. member-



VOLLEY BALL

ship. In all she must earn 250 points to become a member. If she makes 500 points within one school year, she then receives a letter, which carries with it all the honor and distinction of the letters received by the boys in interscholastic competition.

The G.A.A. reaches a great many girls who are too timid to try out in interscholastic competition. It has a tendency to attract girls into a great variety of sports, making for the development of an all-round healthy body, instead of one in which only the arms or legs are strengthened and developed. On at least one Saturday every month the girls of the G.A.A. take a bicycling or hiking trip to some nearby point of interest. During the Christmas holidays they have a house party in the mountains and engage in the snow sports such as skiing, tobogganing, and ice-skating and hockey. During the summer vacation they camp for several days at the beach or in the mountains, and perfect their swimming.

Frequently, groups of girls have after-school tournaments in badminton, table-tennis and horseshoes on the athletic field, then cook supper over the open-air grill which they built. New social contacts are being constantly made, and many girls are afforded a social outlet which otherwise would be denied to them.

The G.A.A. as a good neighbor

The G.A.A. also promotes friendly relations with neighboring high schools. The girls of the various schools get together for the semi-annual play days, to meet together in



SWIMMING

healthful, friendly games. This program tends to create a finer feeling of tolerance and amity among the various schools, eliminating the petty quarrels and animosities that used to characterize interscholastic competition.

Frequently it is found that girls who are retarded or deficient in academic subjects are also retarded in physical activities and development. They have little mental efficiency and poor muscular co-ordination and are usually shy and reserved to the point where they have developed those inhibitions that lead eventually to an inferiority complex. In some cases, by constant practice, they can develop some special skill in athletics. The results are amazing. From timid "shrinking violets" these girls grow into normal young women with a normal woman's enthusiasm and social attitudes.

As Dr. William H. Burnham in his book, *The Normal Mind*, points out, any definite success, whether it be mental or physical, is likely to do much towards removing a sense of inferiority in the student. Moreover, everyone needs the stimulus of success. Those who fail habitually and never taste any success of any type, almost invariably develop an incipient neurosis that may persist into an unhappy and unsocial adulthood. And even though a girl may not realize any distinguished success in athletic games, the mere participation in these games constitute success for her, merely because she is able to

work with other people on the same plane.

Moreover, there is a decided im-



BADMINTON

provement in the character of those students engaging in a lively sports program. The girls learn to adapt themselves to new and difficult situations, problems and personalities. So much is this true, that the G.A.A. member has come to represent the finest type of girl in high school today—fine in physique, admirable in character, wholesome in mind, and tolerant and democratic in her social attitudes.

Granted that the participation in a wide field of sports is beneficial, what are the games best suited to the modern girl when one considers the factors of adult carry-over, physical and character development, and mental hygiene? It is difficult to lay out an arbitrary program of sports for every high school. What might be suitable in the mild climate of Southern California would be wholly impracticable in the northern states where the winter is severe and outdoor sports limited accordingly.

Each instructor must adapt her program to the particular needs of her own situation. However, the following games are certainly worthy of consideration in any high school curricular or extra-curricular activities: tennis, swimming, aquatic sports, boating, fishing, golf, camping, gardening, ice-skating, hiking, picnicking, horseshoes, hunting, bowling, roller skating, skiing, tobogganing, bicycling, badminton, table-tennis, deck tennis, shuffleboard, archery, clog and tap and natural dancing, tumbling, hockey, and ice hockey.

The modern girl who achieves a certain measure of skill in several of these games is likely to retain her enthusiasm for sports throughout adult life. For her, then, leisure will never degenerate into mere "loafing time," but will be regarded as a welcome opportunity for participation in sports and maintenance of sound health. Thus the modern girl can instill in her children a love of sports, a healthy leisure time activity.

CONFOUNDING THE DEFENSE

By H. M. Duffy

Howard M. Duffy coaches football and basketball at the De Sales High School of Geneva, New York. In the following article he discusses an offensive football system improvised by the coaches at Geneva.

COACHES are always experimenting with various types of offensive formations in an effort to outwit the defense. While changes in the rules occasionally favor either offense or defense, the two styles of play are always struggling to outweigh each other.

The coaching staff at De Sales High School has designed a new formation which they believe will make the problem of defensive diagnosis more difficult. Like all other types of offense it proposes to gain yardage with an embodiment of speed, power and deception.

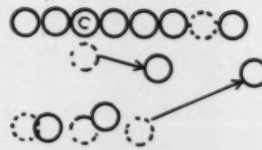


A glance at the basic formation (Diag. 1) will reveal a resemblance to the "T" formation. While the "T" adheres to balanced lines, the new formation makes use of an unbalanced line with four linemen strong to the right side of the center. The new formation also differs from the "T" in that the left halfback (11) is lined up directly back of the left end and the right halfback directly behind the No. 5 lineman. The fullback is placed a step further back from the line than the halfbacks and the quarterback is brought close enough to the center to be handed the ball by the pivot without the latter having to throw it.

The advantage in this alignment lies in the fact that it places the defensive team off-balance. As the offensive team may shift into either a single or double wingback formation from its modified "T" formation, the defensive team, with its strength massed to the left of the offensive team, must also shift to meet the attack. This shifting on the part of the defensive team is likely to be uncertain and may provide the offense with an opening.

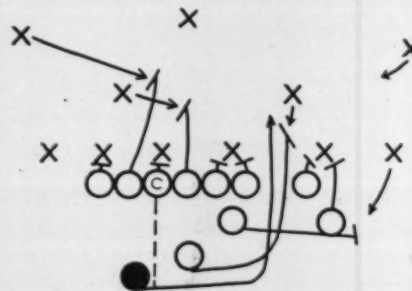
Shift to single wing

In shifting into a single wingback formation (Diag. 2) the right end



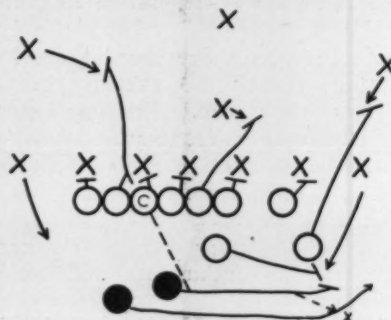
Diag. 2

is the only lineman who moves—shifting about a yard to the right. The dotted circles show the original positions of the backfield, while the closed circles indicate their positions after the shift. Several successful plays can be run off from the single wingback formation following the shift.



Diag. 3

Diag. 3 is designed for use against a six-man line, although it can be adapted for employment against the seven-man line also. This play is one of the cut-back variety with the left halfback carrying the ball. The



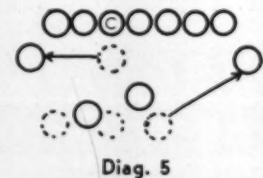
Diag. 4

ball-carrier feints a sweep to the right in the hope of drawing out the defensive left tackle and end and giving his blockers a clear shot at them. The halfback then cuts back sharply through the hole left open between his right tackle and end. The two offensive guards, instead of pulling out of the line and leading the left halfback through the hole in the line, charge directly down the field to complete their blocking assignments on the secondary. This relieves any congestion of players that may occur at the open hole between the defensive

Plays designed to keep defense guessing on point of attack

guard and tackle and speeds up the ball carrier who has no fears of stumbling over any slow interference.

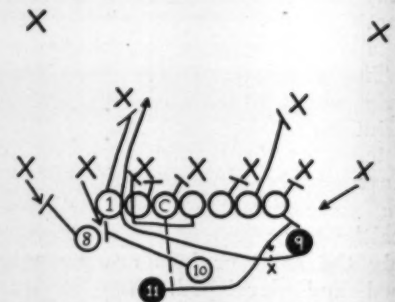
In Diag. 4 the ball is snapped to the fullback who heads directly at the defensive left end. As he is about to be tackled, he tosses a lateral pass to the left halfback who has trailed the play. The success of this play hinges upon the ability of the fullback and quarterback to block the defensive left end. If the defensive right end should prove to be exceptionally fast, the quarterback may be used to block him and prevent the play from being stopped from the rear. The fullback will thus be forced to carry the blocking burden on the defensive left end alone.



Diag. 5

Double wingback shift

For deception the offensive team can shift into a double wingback formation from the "T." Diag. 5 shows how this is accomplished. The dotted circles indicate the original position of the players while the solid circles show them after the shift. In this formation the offensive right end holds his position instead of moving to his right as he did in the single wingback formation. Several plays from this formation follow.



Diag. 6

In Diag. 6 the play is directed between the offensive weak-side end and guard. The ball is snapped to the left halfback (11) who starts running to his right. Upon reaching the right halfback (9), 11 passes the ball to the right halfback, fakes a run and blocks out the defensive left end. The new ball-carrier (9) heads for the open—
(Concluded on page 32)



That Last 5 Minutes!



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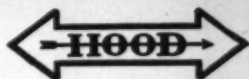
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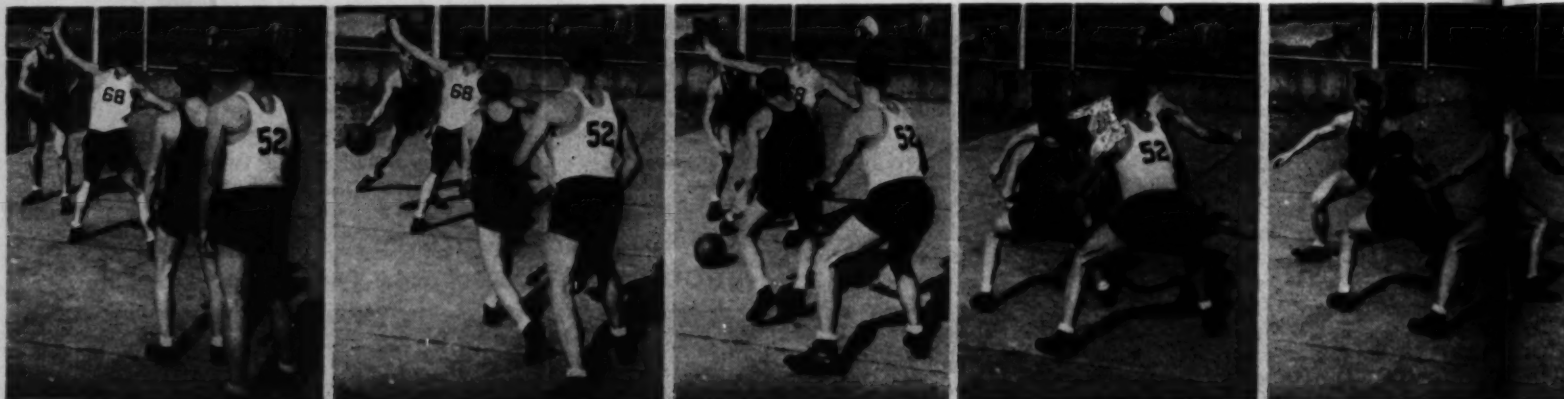
Address



The man with the ball throws a short bounce pass under the arm of the player guarding him (68) to one of his own men (14) moving

up for the pass. The passer fakes a cut to the right by the use of a body shift or a step and then breaks around to his left giving

TWO-MIDR



The man with the ball starts out as if to duplicate the first play. After feinting 68 to the passer's left, the latter reverses his direc-

tion and swings around to his right for the return pass from 14. 14 adds to the deception by first feinting a pass to the direction in

N 2



The defensive player (52) guarding 14 should be wise by this time to the screening plays that are being worked on both his teammate

(68) and himself. He is now prepared to switch to the other offensive player who is doing all the breaking no matter in what direction the

N 3



This set of illustrations shows 52 being fooled by the same type of a pivot but this time to 14's right. Note the hand with which 14 drib-

bles in these two plays. Both times he uses the hand closest to the direction in which he is going to move. He also steps off on the

N 4



DRILLS

himself enough room to receive a short, two-handed return pass from 14, but not enough room for 68 to follow him up and prevent

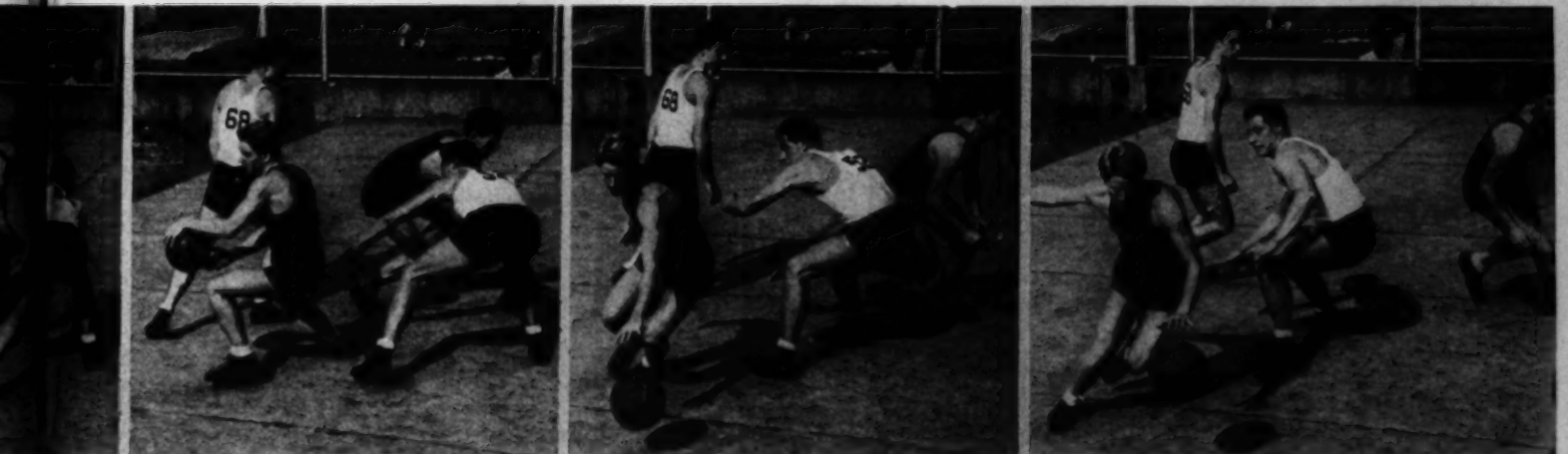
a screen by 14. Defensive lapse is the inability of the two guards to see the possibility of a switch.



2

which his man faked his run, and then throwing the same type of underhand pass to the other direction. Note 14 always moving in

for the pass instead of waiting for the ball in a stationary position. Defensive error in not switching is again present.



3

player will attempt to cut. 14 shows his versatility by faking the return pass to the right, drawing 52 far over to the same direction in prepa-

ration for a switch, and then pivoting sharply to his left and dribbling in for the basket himself. Defense is difficult if 14 is a shifty ball-handler.



4

closest foot to that direction. By stepping off with his right foot and dribbling with the right hand when moving to the right and using the

left foot and hand to the left, 14 is enabled to get a much faster start in these directions when pivoting.

A BASKETBALL PRACTICE PLAN

By Arthur Lustig

Creation of actual game situations should be keynote of daily drills

Arthur Lustig is basketball and football coach of the Weequahic High School, Newark, New Jersey. In the following article he gives the varied elements he believes of importance in a basketball team's practice schedule.

THE creation of actual game situations should be the aim of a basketball team in its daily practice sessions. Even in the practice of individual fundamentals, a drill em-

Two Against One (Diag. 1)

Five minutes should be spent daily on this drill. The 1 and 2 men keep passing the ball between them while X attempts to break up the pass. The ball must be passed with speed and should not be looped over X's head. The pass is made easier if the passer gets close to X before passing the ball. 1 and 2 should make use of the two hand chest pass, the bounce pass and the one-handed bounce pass from the chest. When X intercepts the ball he takes the place of the player who made the bad pass.

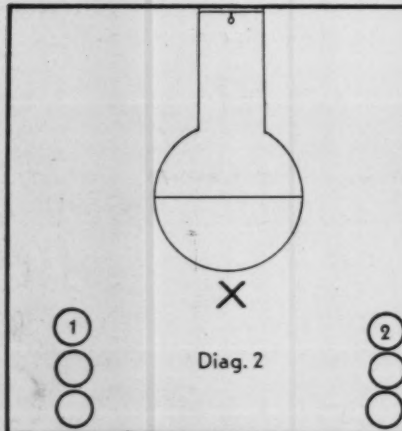
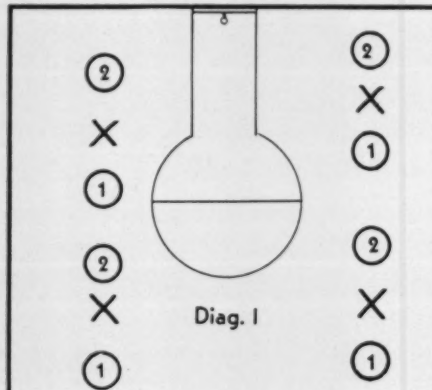
Mid-season practices should stress set offensive plays and defensive team play. Towards the end of the season and during tournament play, the defense should be polished up and the boys kept from growing stale.

Every boy should shoot at least 25

games and regular games. This will give a coach a fairly accurate index of his best scorers and of the boys who should be kept in the varsity lineup. Of course defensive ability should not be overlooked and it is up to the coach to decide whether a player with a low scoring average in the book is strong enough in the other departments of play to warrant a first-string assignment.

Picking Off (Diag. 3)

Play starts with 2 in possession of the ball. 2 passes to 1 and cuts for basket. 1 either gives 2 a return pass or fakes the pass, pivots and dribbles in for the shot himself. When 2 makes his cut for the basket, he should attempt to run his opponent X2 into either 1 or X1. Boys should practice their cuts to either side. This is also a fine drill for switching. When X1 sees X2 will have trouble covering 2, X1 yells "switch." X1 then plays 2 and X2 switches to play 1.

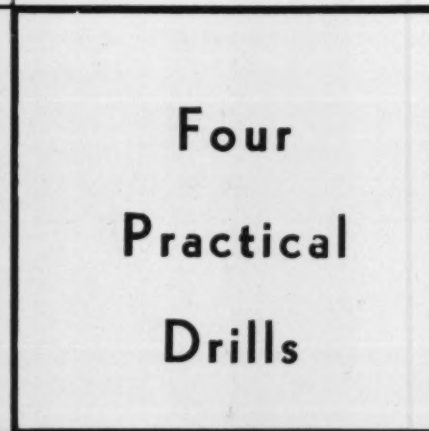


Working the Ball In (Diag. 2)

Squad should be lined up in two rows facing each basket. 1 and 2 try to work the ball in for a basket past the defensive man, X. The squad should alternate in both the 1 and 2 lines. X should be changed around every few minutes or alternated with another defensive man. This is a good place to give the back men defensive practice in a frequent game situation. The use of a bounce pass near the basket should be encouraged.

playing a game situation as its basis should be set up wherever possible. As a team learns by doing—and everybody should always be doing—a squad should have as many basketballs on the court as can be safely permitted to the boys.

Practice sessions should be planned so that the first team is kept on offense most of the time. During the early part of the season, most of the time should be devoted to conditioning and individual fundamentals.



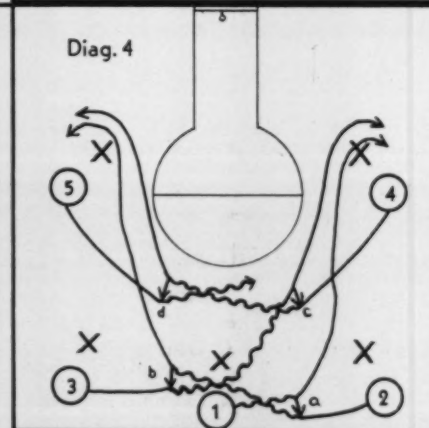
Dribble and Pass (Diag. 4)

1 dribbles towards 2 who cuts to rear of 1. 1 tosses an underhand lob pass to 2 or can hand or back bounce the ball to him. 2 dribbles towards 3 who has started towards 2, and passes the ball back to 3. Each time a player receives a pass he should make an effort to dribble in closer to the basket. After making the pass the player continues his run to the corner and starts all over again from that point.

The following is an example of an early-season practice session.

2:30 until 3: Free play, the boys shooting without any set organization. Each boy should be permitted to work on some individual skill which he feels needs strengthening. The coach may give individual attention to any boy who needs it. If offensive plans involving unusual individual technique are planned, this is a good time for practicing this type of work.

(Continued on page 28)



fouls a day and a record be kept of the number of fouls he makes. A further value of this foul shooting practice lies in the fact that it breaks the strain of a fast drill and gives the boys a chance to rest. A record should be kept of the shots taken from the floor during scrimmages, practice

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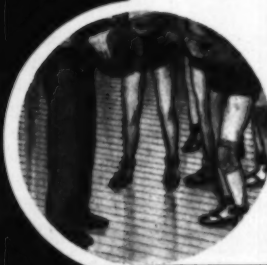


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From the States

(Continued from page 10)

abolition of all football practice until September 1 of each year.

There has been some minority opposition in the state association to the practice of making the state basketball tournament pay for the maintenance of all other state association activities. Opponents of this practice have time and again sponsored the suggestion that all sports share equally in supporting the state body and all of its activities. The majority of the members, however, felt that nothing should be done at present to change the plan. Football in New Jersey has never been financially a state association activity although it is supervised by it. The other sports do not produce any revenue to speak of, with the result that basketball, which has made considerable money in the past, has borne the burden of association administration. The association not only voted to retain its present method of financing but also approved the establishment of a thirty thousand dollar sinking fund. The election of officers for the coming year resulted in the following: G. Hobard of Roselle Park High School and former vice-president, was chosen president; Walter E. Shore of Trenton, secretary; and E. L. Woodman, former president, was named treasurer.

CHARLES J. SCHNEIDER,
New Jersey H. S. Coaches' Assn.,
Weequahic H. S., Newark, N. J.

Wisconsin

Plan for Reducing Injuries

THE Athletic Accident Benefit Plan, inaugurated in 1930 and developed, financed and administered since its inception by the State Assn., has provided considerable information now being used to reduce athletic injuries. The 1935 football injury ratio for Wisconsin was 38 per 1,000 as against national figures of 90 per 1000. The study, to date, shows a heavy injury list during early season. To overcome this the Association has adopted a regulation prohibiting games before the third Friday in September. Numerous injuries occurred because of sideline accidents. A five-yard safety zone around the field was provided (a new National Federation rule) with the result that not one side-line injury has been reported to date this year. Many serious injuries occurred at the beginning of the second half. A study showed that these injuries resulted because the boys, while they were cooled off physically were keyed up mentally, and began the second half both mentally and physically unprepared. The W.I.A.A. has adopted a rule which makes it mandatory for the teams to utilize two minutes for warming up immediately before the beginning of the second half. These two minutes are in addition to the regular 15 minutes allowed for the intermission.

The six-year study has also shown that football produces twice as many injuries as the other eleven sports combined. Because of this established fact, the State Insurance Commission has approved a

differentiated registration fee under which boys participating in all sports including football are required to pay 50 cents per year while the fee for all sports exclusive of football is 25 cents.

New Basketball Plan

The W.I.A.A. is initiating a new basketball tournament plan. Under this plan, schools are placed in three classes. Those with enrollments of more than 800 are in A, those with enrollments between 200 and 800 in B, while those with enrollments of less than 200 are in C. Wisconsin is a state in which the small high school predominates. In order to accommodate these schools, 32 Class C district meets will be held, with the winners participating in eight four-team regional meets. Class B schools will compete in sixteen meets, with the winners participating in eight qualifying play off games. The Class A schools will compete in a series of individual games, with the eight survivors qualifying for the state meet. All three classes will compete in the State Tournament on March 30, 31 and April 1 and 2.

The 1937 State Basketball Tournament will be held at Madison on March 30, 31, April 1, 2, under the auspices of the University of Wisconsin. The 42nd annual interscholastic Track and Field meet will also be held at Madison on May 29 under the University auspices. The 1936 basketball tournament was held at Wisconsin Rapids and the 41st Interscholastics in Milwaukee. Both events had previously been held at Madison but were removed because of the failure of the University to cooperate. A new spirit has come to Wisconsin and the W.I.A.A., desirous of cooperating with Harry Stuhldreher director, and Guy Sundt assistant director, voted to return the 1937 events to Madison.

P. F. NEVERMAN,
Wisconsin H. S. Athletic Assn.,
Marinette, Wisc.

Kansas

Seek Unification

A MOVEMENT is on foot in Kansas to combine all interschool activities and have them supervised by one agency. A unification committee is at work on a proposed constitution which, if adopted, will include athletics, debate and forensics, music, and typing. The present athletic association would be used as a nucleus around which to build the new organization.

Kansas requires each high school football official to be registered and to attend the rules clinics and schools of instruction which are held each fall throughout the state. Approximately 20 such meetings were held this fall and 700 officials are now on the registered list. A detailed rating system is used, by which each official is rated by coaches and principals on each game he works, and the ratings published showing what his rating is as a referee, an umpire or a linesman.

Officials are also asked to rate the schools on the condition of the latter's playing fields and the attitude of coaches, players, school officials, and spectators. These are all published and many communities have exhibited their pride by improving the unsatisfactory conditions that have existed.

Basketball officials in Kansas are hailing the new high school edition of the basketball rules. They have already been distributed among the officials, long before the N.C.A.A. edition was ready.

According to available records, Kansas has a larger percentage of its high schools playing football than any other state in the National Federation. There are 660 senior high schools in the association and approximately 375 of them play interscholastic football.

Kansas has adopted the 20-year age limit rule which went into effect this fall.

E. A. THOMAS,

Kansas H. S. Athletic Assn.,
Topeka, Kansas

South Dakota

Full-time Secretary

DURING the coming year South Dakota will employ a full-time executive secretary to administer the interscholastic athletics of the state. It is highly probable that the other interscholastic activities organizations at their annual meeting in November will vote to join with the Athletic Assn. for the administration of all interscholastic extra-curricular activities.

This year, the interscholastic extra-curricular executive committees have published a high school activities calendar. On this calendar all the dates of the activities that are in any way intersectional or state-wide in character are arranged so as to avoid all conflict. These calendars were mailed to all schools that are members of the different organizations.

Trend of Interscholastic Sports

The following results of a survey of school participation in interscholastic sports show that out of the 264 schools that have reported to date, 79 are playing football, five are playing 6-man football and five are playing touch football. The rest are not playing football on an interscholastic basis. Two hundred and fifty-seven schools expect to play boys basketball, 56 schools still play girls basketball, and only 89 are taking part in track and field. It was somewhat of a surprise to the Board of Control to learn that 103 are planning regular schedules of baseball. Forty-six member schools are playing tennis and 22 are playing golf. Forty-nine schools report some form of playground ball; 31 are playing kittenball, 1 is playing girls kittenball, 16 are playing boys diamond ball, and two are playing girls diamond ball. Only three schools report regular volleyball games and four are taking part in boxing.

Because of the special interest that has been displayed in high school baseball in recent years, there is a growing demand for a state baseball tournament for South Dakota high schools. In all probability the State Board of Control

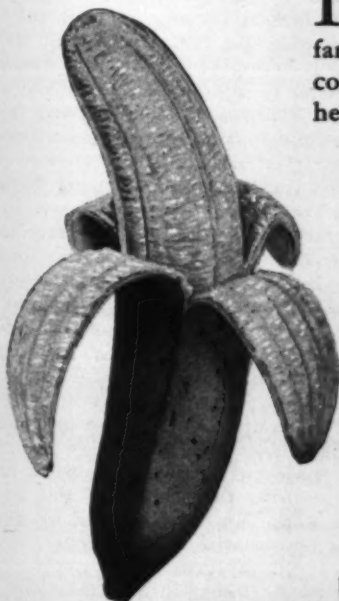
(Continued on page 22)

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From the States

(Continued from page 21)

will endeavor to hold such a tournament next spring.

Credit the American Legion

Special interest in baseball is apparently a direct outgrowth of the very active work of the American Legion in this state. The Legion, with their summer program of Junior League ball, has done much to increase the interest in baseball among boys of high school age. Our Athletic Board of Control has endeavored to cooperate to the fullest extent with the Legion program and the Board is very appreciative of the service the Legion has rendered the youth of this state.

National interscholastic tournaments and meets and their undesirable educational features have been eliminated entirely through the efforts of the National Federation. The Federation in cooperation with the leading manufacturers of athletic goods is experimentally building better and safer football equipment for the high school boys.

Federation Values

Membership in the National Federation has brought many advantages to South Dakota high schools. The schools are paying less for footballs and basketballs than they had been; rule books are available at less than one-half the price previously paid; much-needed interpretation books in football and basketball are available. Apparently no real constructive work had been done to fit the rules to the needs of high school boys until the National Federation secured active representation on the basketball, track and field, and swimming rules committees previously monopolized by the National Collegiate A.A., and formed its own football rules committee when the N.C.A.A. denied the high schools representation in this sport. The National Federation has also made a notable contribution to school sports in its successful campaign for the elimination of national interscholastic tournaments and national championships among high schools. The latest work undertaken by the Federation is in the field of safety in football equipment. The plan worked out with the leading manufacturers of football equipment for the labelling of equipment that meets certain minimum standards of construction, has been received with the enthusiasm it deserves.

The above are just a few things that the National Federation is doing on a national scale. All schools and all states, whether they are members of the Federation or not, are securing the benefits of this cooperative work. In South Dakota we are especially appreciative of this service.

R. E. RAWLINS,
So. Dakota H. S. Athletic Assn.,
Pierre, S. Dak.

North Dakota

From the Gridiron

VALLEY CITY, with four wins and no losses, and Minot with the same record are living up to pre-season predic-

tions in North Dakota high school football. Mandan, another early favorite, was beaten 6 to 0 by Valley City. It was unfortunate that these two teams had to meet so early in the season. Mandan, with three backfield men out with injuries, was at a disadvantage, missing a victory or at least a tie in the last quarter when a touchdown drive was stopped on the one-foot line. Valley City uses a double wing, balanced line, with its all-state 195-pound fullback, Willey, starting all plays from a spin. Minot and Mandan use a single wing, unbalanced; Fargo uses the double wing; Jamestown, a single wing, balanced; and Bismarck, employs both an unbalanced single wing and a short punt unbalanced formation. Jamestown, Bismarck, Dickinson, Devils Lake, Williston, Grand Forks, Grafton, and Wahpeton are all weaker than usual this year.

There is no official football championship in North Dakota but last year a plan was tried whereby the outstanding team is picked by a committee appointed by the Board of Control, to meet the outstanding team from South Dakota. Last year Minot met and defeated Rapid City for the interstate championship.

Valley City and Minot do not meet this year and a choice will have to be made between the two teams unless one of them is defeated. From all indications Valley City is the stronger team at the present writing.

Due, perhaps to the faster whistle, lateral pass plays are not so numerous as they were last year. There seems also to be a lack of real forward passing attacks. The running attacks, however, are better in many instances than in former years. There is a great deal of mouse-trapping, cross-blocking, spinners, fake spinners, reverses, and fake reverses, mixed in with some old time line smashes and off tackle power plays.

Six-man football is making strides in North Dakota this year. The smaller schools, who have found it difficult to maintain eleven man football in the past, have gone in for the six man game in a big way. Leagues have been formed in many instances and from all reports, the crowds are very enthusiastic.

Many schools are taking advantage of the Athletic Insurance plan offered by the State Board of Control. While the compensations are not large, the word "insurance" has quite an effect on many parents who view the game of football as too rough. Anyone interested in the plan may write L. A. White, secretary, Board of Control, Minot, North Dakota.

L. C. McMAHAN,
No. Dak. H. S. Athletic Assn.,
Mandan, N. Dak.

Oregon

Progress on All Fronts

THE Oregon High School Athletic Assn. consisting of 265 high schools opened its year's work with a program that will reorganize the whole set-up. The membership is balloting on a legislative assembly which will consist of 22 members, eleven from "A" schools, (those with an enrollment exceeding 150) and eleven from

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"B" schools, (those with an enrollment less than 150).

This legislative assembly will handle all legislative matters concerning the constitution and by-laws of the organization and will elect new executive officers as the terms of those now in office expire.

Oregon has shown a great deal of progress in the past five years in the matter of the administration of athletics. The State Association has conducted an examination for football and basketball officials for the past three years. All officials are graded and certified with the rating which their examination and officialing experience merit them. All high schools in the state use these certified officials and the result has been a higher class game in both basketball and football. The Association voted last year to adopt the National Federation football rules.

The championship in basketball for the state's 16 basketball districts is decided annually with a state tournament at Willamette University, Salem, Oregon. At this time 12 "A" teams and 4 "B" teams fight through a double elimination tournament to decide who shall receive first honors. Last year Corvallis High was the class of the tournament with Astoria runner-up.

Another factor that has contributed to increasing interest in athletics is the establishment of athletic conferences among groups of eight or ten high schools; these conferences develop competition interest, and also reduce traveling expenses. The Willamette Valley Conference attracted a record crowd for its opening football program by having all eight teams play. Each pair of teams played a quarter, the school bands played between periods, and the student cheering sections competed for a trophy.

During the year the high schools of the State of Oregon participate in the following interscholastic competitive contests: football, basketball, soccer, girls' volleyball, tennis, golf, baseball, track, cross country, swimming, diving, badminton, ping pong, archery.

J. L. GARY,
Oregon H. S. Athletic Assn.
West Linn, Oregon.

West Virginia

Progress in Administration

HIGH school athletics in West Virginia were improved greatly when the Board of Control of the West Virginia High School Athletic Association at a meeting last spring voted eight new rules into the constitution and by-laws.

The most important among these new rules were: limiting the regular basketball schedule to 20 games in one season; requiring the member schools to file master eligibility certificates in the secretary's office before the season in that particular sport opens; forbidding members of high school basketball teams to play post-season basketball with other than high school teams (intra-mural, faculty, or alumni games being excepted). This rule positively does away with barnstorming trips and all games with independent teams. The amateur rule was changed so that in the future a boy may be reinstated after

(Continued on page 24)

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From the States

(Continued from page 23)

a year's time provided he does not persist in breaking the amateur rule.

The Board of Control in addition to adopting the above rules tabled a motion to accept a "lapsed attendance" rule. This movement came about as a result of the Board's not being entirely familiar with the workings of the rule, and a desire to wait and see how the entire membership would react to it. This rule, more than any other one, would clean-up athletics in West Virginia. High schools in West Virginia are now governed by a rule which states that a boy to be eligible during any semester must have earned during his last semester in school at least three full semester credits. Under the new rule it would read as follows: A pupil to be eligible during any semester must have passed during the immediately preceding semester in studies requiring at least 15 recitations per week, or 3 full semester credits toward graduation.

There is still the need of the 20-year rule in W. Va. Many of the smaller schools are voting against this rule because with the shortage of boys it deprives them of the best boys on the squad. The 21-year limit now in effect works handicaps on the border schools who must play neighboring state schools. West Virginia's neighboring states, Ohio, Pennsylvania, Maryland, Kentucky, and Virginia, observe the 20-year rule.

The State Association plans to send out a questionnaire determining the attitude of the member schools toward the 20-year rule, lapsed attendance rule, etc.

At the time of this writing only seven high schools in W. Va. are undefeated in football. They are: Wheeling, Williamson, Huntington, Benwood Union, Weirton, West Union, and Parkersburg. Huntington and Parkersburg have been defeated once in out-of-state competition. Wheeling, Benwood Union, and Weirton have been held to ties. Wheeling and Weirton with one each and Benwood Union with two, both against Wheeling and Weirton. Charleston would deserve a place among the leading teams had they not been edged out by Wheeling, 7-6, during the first week of October.

Chief among the coaching changes in West Virginia was the transfer of Albert H. Glenn, formerly of Charleston, to Bellaire, Ohio. Edward Garrity, who coached strong teams at Hinton, was promoted to the Head Coach job at Charleston. Another change in the coaching ranks saw Floyd Schwartzwalder lose out at Sistersville only to be elevated to head coach at Parkersburg, one of W. Va.'s leading teams. In the southern part of the state Jake Miller replaced Clark Brown at Beaver H. S., Bluefield, W. Va.

The W. Va. Association of Approved Football Officials held a meeting at Clarksburg, W. Va. last month at which many of the troublesome interpretations of the rules were discussed. Many of the leading high school coaches of the state were in attendance. Chief among the interpretations decided upon was that on a lateral pass play the first receiver would clearly have to catch the ball rather than merely

deflect the ball toward the last man on the play.

The trend of football in this state has been toward a more open style of game, only the teams blessed with the heavier and slower type of squads sticking to the "power" style of play. W. Va. schools play under the N.C.A.A. rules which requires that the passer be five yards behind the line of scrimmage. With many of the states adopting the National Federation Football Rules I expect these rules to be put up before the Board of Control in the next two years. Whether or not W. Va. adopts these rules there is no denying they are best for high schools. Under the jurisdiction of the Nat. Fed. the high schools are assured of having some say in the forming of the rules under which they must play. The high schools do not expect to control the college trend in football and therefore the opinion seems to be adopt your own rules.

Another point that has troubled some of the smaller schools is the "sweater rule" which placed a limit on awards to a sweater with letter attached. In trying to keep up with the larger schools that can afford to give sweaters with letters, the smaller schools have gone into debt. Many efforts have been made at Board of Control meetings to have this rule rescinded, but to date these attempts have failed. The leading states have outlawed the sweaters and W. Va. should keep in line with the leaders.

Football, basketball, and track continue to be the leading games or sports in W. Va. high schools, but in recent years there has been a decided emphasis on other spring sports: tennis, golf, baseball, and softball. Few schools support boxing and wrestling. In the last two years a few schools have supported cross-country. Among these schools are East Fairmont, Wheeling, Wheeling Triadelphia, Follansbee and Parkersburg.

MAURICE J. LANDERS,
W. Va. H. S. Athletic Assn.,
Wheeling, W. Va.

Connecticut

New England Conservatism

MOST states have organized state-wide athletic associations for the betterment of the interscholastic athletic program. Fundamentally, they are all alike in that they are associations of schools and not individuals. In those states which lack such organizations, the athletic program, if any exists, is handled by a sub-committee of the high school principals' associations.

The New England states, with the exception of Connecticut, still cling to the latter type. These states hold that high school athletics do not warrant the emphasis or attention of a separate organization. Yet one has but to compare the universally conceded fine program of well-organized athletic meets conducted by the state athletic associations throughout the country with the lack of similar programs in unorganized states to realize the value of organization.

Over-emphasis has always been a grand subject for debate in the press, usually headed by some one who has never been

closer to an athletic program than a newspaper account or a class room debate. Such individuals have usually had no boyhood experiences in games and for selfish publicity close their eyes to the basic appeal of competitive sports, not to mention the educational value of well-supervised sports.

The New England states have been favored by the program of meets sponsored by the large number of colleges within their borders, but in one sense this has retarded the progress of high school athletics. It has kept the high school program in the hands of men whose chief interest is naturally that of the college man and not the high school boy. Games have been conducted under college rules and the high school boy has been trained to ape the college type of play.

There is something vitally wrong in this set-up. A state high school athletic association discovers these faults and provides a program of competition for its boys, meeting under uniform eligibility, which engenders youthful enthusiasm and fosters good sportsmanship. Its program is conceived and executed by high school men in the interests of high school children.

Let those states which are still dependent upon the colleges for their high school athletic progress wake to their responsibilities and duty to their boys (and girls) and join those states which have seen the light.

WALTER B. SPENCER,

Connecticut Interscholastic Athletic Conference,
New Haven, Conn.

Illinois

Rules Discussions

THE Illinois Basketball Committee held its first meeting of the year on November 5. All matters pertaining to new rule changes were discussed and the interpretations that will be used in the state were decided upon. Experimental work to be conducted throughout the season was also outlined. Following the meeting of the state committee, a series of 20 district basketball meetings will be sponsored by the state association. A representative chosen by the state office and trained in a uniform set of interpretations sanctioned by the State Basketball Committee will lead the discussion at each of these meetings. In this manner a high degree of uniformity is assured for all contests in the state. The men who have been chosen to lead the interpretation meetings for this season are: A. J. Bergstrom, Libertyville; A. C. Daugherty, Casey; S. B. Sullivan, West Frankfort; Wilbur Layman, Lincoln; M. G. Moore, Milton; J. R. Clark, Rock Island; J. H. Trees, DeKalb; F. J. Friedli, Belleville; and Ernest Lieberman, Chicago.

The Illinois Football Committee in connection with the High School Conference at Champaign, met for the first time on November 6. Various matters pertaining to the 1937 rules were discussed. Among the topics which received attention were the following:

(1) Whether the definition of a forward pass should be changed in such a
(Continued on page 26)

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From the States

(Continued from page 25)

way that merely handing the ball forward by a player behind the line on a spinner plays would not be classed as a forward pass. There was considerable sentiment in favor of such a change and the Illinois representative on the National Rules Committee will make further investigation in connection with this proposal.

(2) Whether there would be any detrimental effect if the rule relative to the touching of a forward pass by a second eligible player were to be changed. Those who favor such a change claim that a certain number of desirable offensive maneuvers would be encouraged if a second eligible player were allowed to complete a pass. Since Team B already has this privilege, the proponents of the change believe there would be nothing unfair in giving the same privilege to Team A.

(3) The rules relative to definite protection for the forward passer and for the runner who is out of bounds received some attention. These rules, which are already incorporated in the interscholastic rule book, seem to have been received with favor by the coaches.

Many schools in Illinois have lighted football fields on which early season games are played at night. This practice was inaugurated at Westville in 1928 and has had a rapid growth.

Following the success of night football, there was a movement for illuminating fields for softball and numerous schools in the smaller towns have installed lighting systems for this purpose. Games are played throughout the summer and fall. Teams made up of various community groups usually participate on these fields as well as teams representing the high school.

The latest development along the line of night games is the installing of a lighting system which will allow the playing of regular baseball. Macon is one of the smaller schools that has found night baseball to be very popular. This school plays a regular Spring schedule of baseball and all of the games are played at night. The attendance is greater and the Macon coach, J. A. Tomlinson, expresses the belief that the boys play just as well at night as they do in the daytime.

The new interscholastic edition of the basketball rules book has proven to be very popular in Illinois. These books have been supplied to the 1200 registered officials of the state and for the first time schools were given the privilege of ordering these rule books from the state office for use in their own athletic departments. This resulted in a sale of 2000 books to various schools during September. The Illinois supply is now exhausted.

H. V. PORTER,
Illinois H. S. Athletic Assn.,
Chicago, Ill.

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Interscholastic Swimming Coaches Association of America

THE membership of the Association now numbers 37 and represents 15 states and Canada. This is an increase of 15 members over last year.

Any coach who has completed two years in interscholastic coaching in swimming may apply for membership in this national organization. The entrance fee is \$2, the annual dues \$1. The Association serves as a clearing house for problems pertaining to interscholastic swimming. It exerts its influence to bring about a uniform interpretation of the rules, and serves in an advisory capacity to the rules committee in framing new legislation pertaining to the interscholastic program.

The secretary, on a year's leave of absence from Battle Creek High School, is located this year at the Intramural Sports Building, University of Michigan, Ann Arbor where he is assisting Matt Mann, coach of the Michigan swimmers. John Vyderany is in charge at Battle Creek.

The Cramer Chemical Co., of Gardner, Kansas, publishes a helpful monthly, The First Aider, which may be obtained free on application to the publisher.

CHARLES McCaffree, Jr.,
Intersch. Swimming Coaches Assn.,
Ann Arbor, Mich.

Louisiana

Plan All-Star Game

AT the second annual football rules interpretation meeting of the North Louisiana Coaches Assn. at Natchitoches, the coaches unanimously voted in favor of promoting an all-star football game between high school players in connection with a coaching school to be conducted each summer. The first game will be held at the L.S.U. coaching school, provided such a game can be promoted. A committee was appointed for this purpose.

Alvin Bell, well known football official of Little Rock, Ark., presided over the meeting and opened the morning session with a review of the 1935 season and a discussion of the rule changes for 1936. Immediately following the afternoon session, which was devoted to rules interpretation and officiating procedure, the assembly voted on the all-star game proposition and the coaches whose teams were to play each other selected officials for the game.

After supper Bell directed an illustration of different legal formations, legal and illegal plays, decisions regarding a kicked ball, forward and lateral passing, and officiating. The college varsity and freshman squads with Coaches Turpin and Aillet were used for this purpose.

The present officers of the Association are, Guy Nesom, Bolton High School of Alexandria, president; Tim Moran, St. Johns of Shreveport, vice-president; and James Plummer, of Huston, secretary-treasurer.

A fish fry given by the college climaxed the visit.

JAMES PLUMMER,
Sec.-Treas. North La. H. S. Coaches Assn.,
Ruston, La.

Cleveland Injuries Plan

A PLAN for providing the best possible medical care for injured high school athletes at no cost to the athletes or the school has been successfully worked out for the city of Cleveland. Unlike the high school athletic injury insurance plans in successful operation by the state high school athletic associations in Wisconsin and New York, the Cleveland plan is financed by a special fund raised by sales of tickets to a one-day football carnival to be held in the huge stadium on the waterfront.

In all insurance policies flat rates for injuries are given. This might mean that the boy with the minor injury could conceivably collect more than the actual cost to him, while the boy with the severe injury would not collect enough to take care of the total expense. In Cleveland complete care of the injured is provided whether the injury be a minor or a serious one.

An annual fund is to be raised which will be sufficient to extend the services of a central clinic, with hospitalization, X-rays, dental services, etc., to every injured athlete. The fund will be raised this year on November 7 in an all-day series of five football games at Cleveland's municipal sta-

dium. Ten of Cleveland's seventeen high school teams will meet in five games that are a regular part of their season's schedule, the first contest starting at nine o'clock in the morning. The stadium has a seating capacity of 87,000. Tickets are sold in advance at 25 cents each for general admission, or 50 cents if purchased at the gate on the day of the game. Five thousand reserved seats are available at 50 cents in advance. The bands of Cleveland's seventeen high schools will parade to the game, and with the excellent publicity that so worthy a program is attracting, a crowd of at least 50,000 is expected to attend at various times throughout the day.

When the plan for the establishment of a central clinic to which all injured athletes would be taken (or the clinic taken to them if necessary) was announced, it received something less than a warm welcome from the Cleveland Academy of Medicine. It is the policy of organized medicine in the United States to discourage any centralized or socialized medical service on the claim that the patient should have absolute freedom to choose his own doctor.

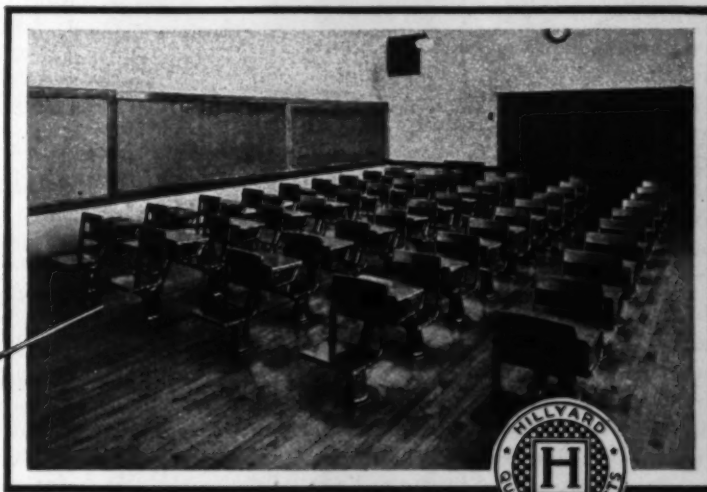
To overcome this objection, the

Cleveland Board of Education, acting on the recommendation of one of its members, Edmund J. Bradley, a young attorney, laid down a procedure to be followed by coaches, principals and faculty managers when an athlete is injured: the injured athlete must be told that he may receive medical treatment wherever he chooses, but he must pay his own doctor's and hospital bills unless he decides to be treated at the Board of Education's athletic clinic. It is presumed that the Academy of Medicine would not object to waiving this procedure in the case of an unconscious athlete. The clinic will have in attendance specialists in athletic injuries, a dentist, nurses, and provide full hospital service.

Up to this time each of Cleveland's high schools has struggled along in its own way in an attempt to solve the athletic injury problem. While court decisions in all parts of the United States have absolved school boards of any financial responsibility in event of injury to an athlete, most educators feel that the school has a moral responsibility to provide the best in medical service and care for the injured. But where no insurance or special funds are available, this responsibility is not squarely faced by most schools. The Cleveland plan is being hailed as a notable step toward the solution of one of interscholastic athletics' most vexing problems.

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*Based on actual letter in our files

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A Basketball Practice Plan

(Continued from page 18)

3 until 3:30: Several basketball shooting drills may be worked.

3:30 until 4: A likely time to work on individual fundamentals involving passing, running, dribbling, etc.

The remainder of the session from 4 to 5 should be spent on team play, and should include drills involving center tap ball plays, plays from out of bounds on all sides of the court, foul shooting, and defensive team plays. If the boys are in good enough condition, a short scrimmage may be permitted. The best way to cut down a squad is through scrimmage.

The following schedule is an example of a mid-season practice session:

2:30 until 3: Free play. Individual shooting practice, correction of individual faults, etc.

3 until 3:30: Set offensive plays.

3:30 until 3:45: Jump ball plays.

3:45 until 4: Out of bounds plays.

4 until 4:15: Foul line plays and foul shooting.

4:15 until 5: Scrimmage.

A late season practice session:

2:30 until 3: Free play.

3 until 3:15: Set offensive plays.

3:15 to 3:30: Jump ball plays and held ball plays. Should include situations where men were switching, where the other team was getting the jump and where the home team was getting the tap.

3:30 to 3:45: Out of bounds plays.

3:45 until 4: Foul shooting, foul line plays, description of defense to be used against opponents, walking through situations expected to be met in the next game in order to get a clear picture of what to expect and perhaps short defensive drills against peculiarities in opponents' offenses.

Each day's practice should be carefully planned in advance and written out in detail. Where individual work is necessary, this should be put down on paper and the individual's attention called to those particular points. Scouting notes on practice sessions and regular games may be discussed with the entire group during practice sessions. Nothing should be left to the coach's memory. Everything of value will reach the boy if it is put down in writing.

A minimum of words on the part of the coach may be a good thing occasionally. Some coaches are inclined to be verbose and spend too much time bewildering the boys with a long string of instructions while the boys may have been learning for themselves on the basketball court, with the coach correcting the boys' mistakes from the sidelines.

Suggestions on the practical fundamentals of the game are listed below. These teaching cues may easily be adapted into simple drills of the variety illustrated elsewhere in this article. In these drills the boys are learning by doing. These suggestions and drills should be applied as a part of the team's practice sessions during the course of the season.

A. Dribbling

1. Zig-zag.
2. Reverse pivot and dribble.
3. Dribble in and shoot from all angles.
4. Dribble and stop, then shoot.
5. Dribble and pass; chest, one hand, bounce, etc.
6. Dribble and hook pass.
7. Practice dribbling in figure eight drill.

B. Passing

1. Underhand two hand pass, used in feeding a man cutting for basket.
2. Chest pass two hands.
3. Bounce pass, two hands.
4. Bounce and overhead, one hand. Learn to pass with left hand as well as with right.
5. Hook pass.
6. Handed pass as in close pivot play.
7. Back hand sometimes used near basket when taken from a distance.
8. In the 2 against 1 passing drill, the passer gets close to the defensive man before he makes his pass. He should pause slightly to get the defensive man in a set position, and then should pass the ball past him.
9. A fumble in basketball is equivalent to an error in baseball.

C. Catching the Ball

1. Meet the ball, do not wait for it.
2. Watch the ball as it comes into the hand.
3. Coax the ball into the hands. Relax until the ball is in the grasp, then squeeze it to avoid fumbling.
4. Face in towards the basket as you get a pass.
5. As soon as possible, get the ball in position.

D. Shooting

1. Set shot.
 - a. Get set for shot as quickly as possible after receiving pass or finishing dribble.
 - b. Hands on side and towards rear of ball, grasp in tips of fingers not back on the palm of hand.
 - c. Keep the elbows down. Fix eyes on rear rim and just try to clear it.
 - d. Feet together or slightly apart.
 - e. These shots are made clear. Get ball up past the chin, pushing it up from the chest.
 - f. Follow through.
 - g. Practice shooting with a man guarding you.

2. Practice one hand and two hand shots in foul area with man guarding you. Practice with left hand as well as with right hand.
3. Pivot and shot. Also fake pivots. Practice this on all sides.
4. Lay up shot.
 - a. Get up high, not too far from the backboard.
5. Foul shots.
 - a. Underhand shot preferred.
 - b. Either both feet on line, or one foot slightly to the rear.
6. Set shots with opposition, follow up.
7. Set shot, follow up and dribble to the side after recovering the ball.
8. Get four to six boys under basket. Each boy tries to get ball off backboard and shoot. Others try to keep him from getting ball or shooting.
9. On following up long shots avoid getting too close for rebound. Best spot is about ten feet away.
10. Dribble in and shoot.
11. Reverse, dribble in and shoot.
12. Feint shot, dribble in and shoot. Use cross over step on first step.
13. Two offensive players against one defensive player.
14. Long pass to man running in for shot.
15. Overhead shot near the basket, for tall man particularly.
16. Spend 40 minutes daily on shooting.

E. Rebounds

1. Catch ball off your backboard, pivot and shoot.
2. Catch ball off their backboard and dribble to side.
3. Tip up shot, one or both hands. Under basket work or on loop pass.
4. Tall players should get around the basket for rebounds.
5. Tap ball on rebound to a definite player on side.

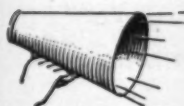
F. Pivoting

1. Pivot on rear foot to be safe.
2. After pivoting break fast.
3. Hold ball well away from opponent. Crouch low.
4. Pivot and pass back to man for set shot.
5. Pivot and pass to man in back. Then run in front of him as interference.
6. Pivot and shoot.
7. Pivot dribble in and shoot.

G. Running

1. Get low. Make feint, putting little weight on foot off the side towards which feint is made. Push off from that foot and break fast in new direction.
2. Sudden stops. Take off from either foot and stop. Pivot away to either side.
3. Come to stop with either foot forward. Pivot on rear foot.
4. Change of direction and pace.
5. Change of direction twice.
6. Do not run in straight line or circles. Run zig-zag so that your opponent finds it difficult to follow you.

(Concluded on page 30)



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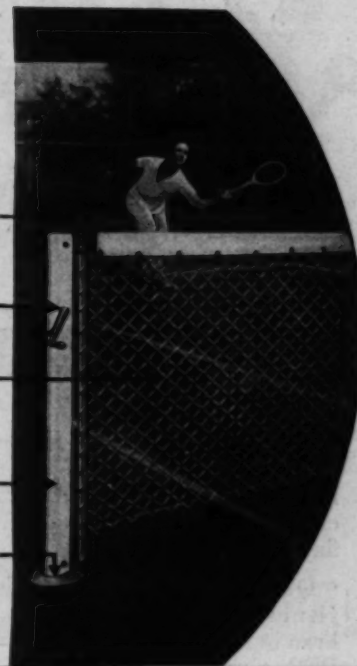
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(Continued from page 29)

Screening or Pick off Drills

1. a. Two vs. two.
b. Offensive plays.
c. Plays from different floor situations, i.e. out of bounds, held ball, etc.
d. Figure eight drill.

2. Most of the plays in basketball are not started by the man with the ball. They are started by a man without the ball. This means that the man with the ball must always be in position facing towards the basket so that he can see all of the other players and the basket. He pivots only to avoid a held ball.

3. The passer should pause a moment just before he makes his pass, to avoid possible interception by a ball hawk. This will also give the ball hawk's opponent an opportunity to make a fast break for the basket.

4. The strongest pick-off plays materialize when you swing one man around a group of players. This type of play is used very often on out of bounds plays or on set plays in the front court. The defense against such plays is in switching men.

5. The secret of all pick-off plays is to brush by your teammate as closely as possible. This should force your opponent to run into your teammate who should be standing, not moving, because it will be called blocking if he moves.

6. When the defensive team drives you back towards the back court, simply drive diagonally across and in front of your teammate for a pass. Your defensive man should retreat. If he does not, continue your drive towards the basket for an easy shot. This method is always used against a team that tries to drive you back towards your own back court and is also used when the defensive men are playing you closely or making attempts to intercept passes between your back men.

7. The entire team should not drive for the front court the moment you recover the ball in your back court. Two good men should go up past the center of the court as fast as they can and then turn and look back for the ball. The other three men should work the ball down.

8. In close play in the front court keep the ball fairly low. Most passes here should be bounce passes since they are the best passes to get past your opponents.

9. Considerable caution must be exercised in teaching set plays to see that the boys do not execute illegal blocks in place of the legal screening for which the plays are planned. In addition to having the value of developing team play these plays also have a psychological value, particularly when they lead to scores, as they often do. These scores come with such ease and rapidity that they leave opponents bewildered and demoralized.

10. A set offense, mixed with the fast break and individual breaks or deceptive shifts is practical and will get results.

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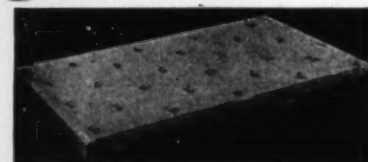
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Pupil Interest

(Continued from page 9)

both in school and out of school were secured, and this material is included in Tables 2, 3, and 4.

TABLE 2

Main Interests of Boys in School Activities

Athletics	
all sports	16
basketball	4
golf and softball	3
wrestling	2
track, fencing, and all intramurals	1 each
Music	8
Dramatics	7
Chemistry or physics	6
General science	6
Languages	5
Social studies	4
Industrial arts	2

Puppet shows, drawing, commercial subjects, shows, operating a motion picture camera in school, keeping up with assignments, and getting what I can out of school 1 each

Emphasis throughout the school year on participation in a variety of student activities give every student many opportunities for self-expression.

TABLE 3

Main Interests of Boys in Out-of-school Activities

Hobbies	14
stamps	4
building models	2
building radios	2
boat modeling, airplane design, railroad building (miniature) photography, collecting coins and making maps	1 each
Athletics	5
Chemistry	3
Music	2

Chess, ping pong, skating, music, radio, shows, boating, printing, shooting, art, dramatics, dancing, movies, reading, sketching, horseback riding, Boy Scouts, coking (coca cola dates) and, anything except study 1 each

It must be explained that the majority of the two hundred boys and girls enrolled in University High School have a much higher mental age than average, and many of them come from homes with unusual educational advantages. The majority of the children of instructors and professors at the University complete their secondary education at that school. This may help explain the many interests in genuine hobbies and leisure time pursuits.

The final information indicating what the students considered as the objectives of the curriculum in physical education was secured in the second survey and is recorded in Table 4.

(Concluded on page 32)

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